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Growing Identity Over a Decade: ASL-English Interpreter Education

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Abstract

The employment context of ASL-English Interpretation programs (ASLIPs) has not been analyzed in a decade. In this study, I compared the institutional type and disciplinary category of 38 ASLIPs operating in 2011 and 57 programs operating in 2021 to determine whether there had been a standardization of academic profile. Over half of the programs in 2021 are in doctoral/research granting institutions (52.6%) compared to only 31.6% in 2011. While the number of programs classified under Schools/Colleges of Education has nearly doubled (11 and 20, respectively), the proportion has remained steady (45.8% and 45.5%, respectively). The proportion of language and/or culturally related department names has increased (46.4% and 58.8%, respectively); however, a range of disciplinary alignments are evident. Baccalaureate-granting ASL-English Interpretation Programs have asserted themselves as a discipline; however, the placement of programs within the hierarchical structure of the academy indicates a continued fractured positionality in terms of disciplinary alignment.

Keywords: American Sign Language, interpreter education, postsecondary, higher education, Faculty Acculturation Model

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Introduction

Annually, over one million college students in the United States enroll in world language courses. During the last several decades, American Sign Language (ASL) and ASL-English Interpretation have exploded in popularity within higher education institutions (HEI). ASL, the third most commonly taught language, is offered at 34% of HEI (Looney & Lusin, 2019). Although not as widespread as ASL courses, the number of baccalaureate degree programs in ASL-English interpretation continues to rise. ASL-English Interpreting Program (ASLIP) sustainability and success are intricately linked to faculty members' success within the academy.

Employment context (i.e., the combination of institution type, division, and discipline) of ASL Interpreting Programs (ASLIPs), which is tied to expectations for reappointment, promotion, and tenure, determine faculty success (Austin, 2002; Hale, 2012; O'Meara, 2002, 2005; Tierney, 1996; Tierney & Rhoads, 1993), which, in turn, is linked to the sustainability and success of ASLIPs. Faculty members develop their perceptions about requirements through interactions within the institution and via other support systems. For example, mentoring and teaching programs for faculty members that emphasize explicit strategies and skills have a positive impact on faculty success, especially when designed around and tailored to the employment context (Cramer, 2006; Culpepper et al., 2020; Filetti, 2009; Gillespie et al., 2005; Greene et al., 2008; Rosch & Reich, 1996). Faculty members who are women, are deaf, and those who have disabilities face disadvantages and barriers in the academy (August & Waltman, 2004; Hale, 2012; Harley, 2008; McDermid, 2009; O'Brien, 2020; Perna, 2001; Piercy et al., 2005; Vance, 2007; Woodcock et al., 2007). Deaf faculty members, for example, confront inaccessibility from visual alerts for emergencies to "critical corridor talk" (McDermid, 2009; O'Brien, 2020). As cited in O'Brien (2020), Jameson explains critical corridor talk as unplanned discourse among colleagues that "enables relief for academic staff who feel 'undervalued, marginalized, overworked and poorly treated'" (p. 753). Lack of access to this communication within institutions may explain why deaf faculty members are more professionally connected to deaf people outside of their institutions than non-deaf faculty members within (McDermid, 2009; O'Brien, 2020).

Since 73.2% of ASL and interpreting faculty (ASLIF) members are women and 39.2% identify as Deaf, ASLIF likely face many barriers to advancement in the academy (Hale, 2012). In addition, many ASLIF do not hold terminal degrees. Hale (2012) found that faculty without doctoral degrees were less likely than their peers with doctoral degrees to understand their institution's tenure requirements. Therefore, the support provided to ASLIF must be tailored to each individual faculty member's unique employment context, experiences, and needs.

The Carnegie Classification of Institutions of Higher Education is a framework for classifying colleges and universities in the United States by type (i.e., doctoral universities, baccalaureate colleges, associate colleges). Carnegie Classification is "the leading framework for recognizing and describing institutional diversity in U.S. higher education" (Carnegie Foundation for the Advancement of Teaching, n.d.). Hale (2012) reported the employment context (i.e., the unique interplay of institutional type, college/division, and academic department) of ASLIF across institutional Carnegie Classifications with fractured disciplinary alignment. Fractured disciplinary alignment refers to ASLIPs being located within disciplinary departments and colleges ranging from education to social sciences to humanities. Hale's (2012) report showed that 57.7% of programs were housed within colleges or departments of education, and 42.3% were housed within humanities or arts and sciences. Less than 50% of ASLIPs were in language and culture departments. This fractured alignment is likely due to the traditionally practical and applied nature of ASLIP.

Signed Language Interpreting Studies (SLIS) has established itself as an academic area of study, if not discipline, in its own right; however, that disciplinary focus, as opposed to a practitioner focus, may not yet be shaping baccalaureate degree-granting ASLIPs or their place within the academy. The juxtaposition between practitioner focused programs (ASLIPs) and disciplinary focused programs (SLISs) can be seen in Roy et al.'s (2018) *The Academic Foundations of Interpreting Studies: An Introduction to Its Theories* when they say,

In [non-interpreting] bachelor degree programs, students often have an introductory textbook that introduces them to the academic study of a particular field, such as psychology, sociology, or linguistics. Conversely, in interpreter education programs, students must rely on professional handbooks that define and describe the practice of their profession. *What those handbooks do not provide is an introduction to the theoretical frameworks that consider interpreting as an object of research and study within academia.* (emphasis mine; p. vii)

It is unclear whether this shift from practitioner-based to disciplinary-based context has impacted the employment context for ASLIF over the previous decade. The purpose of this study is to identify changes in the employment context (i.e., institutional type, college and department units) over the last decade for ASLIF in the United States. The research questions addressed in this study are:

1. What changes are evident in the institutional type (i.e., Carnegie Classification) of 4-year degree ASLIPs in the United States? and
2. What changes are evident in the placement of 4-year degree ASLIPs within the institutions' academic units (i.e., college/school and department units)?

ASLIF working within different institutional types and departments have dissimilar requirements for success (i.e., reappointment, promotion, and tenure). Understanding the shifts in employment context allows for building effective support systems based on trends rather than building support systems just for the current state. If disciplinary alignment is converging, it will be possible to provide more targeted support than if faculty continue to be housed within different colleges/schools and departments. The same is true for Carnegie Classification.

An interpretive description methodology and the Faculty Acculturation Model (FAM) that I developed guide this study. The model along with supporting literature are described in detail in the following section.

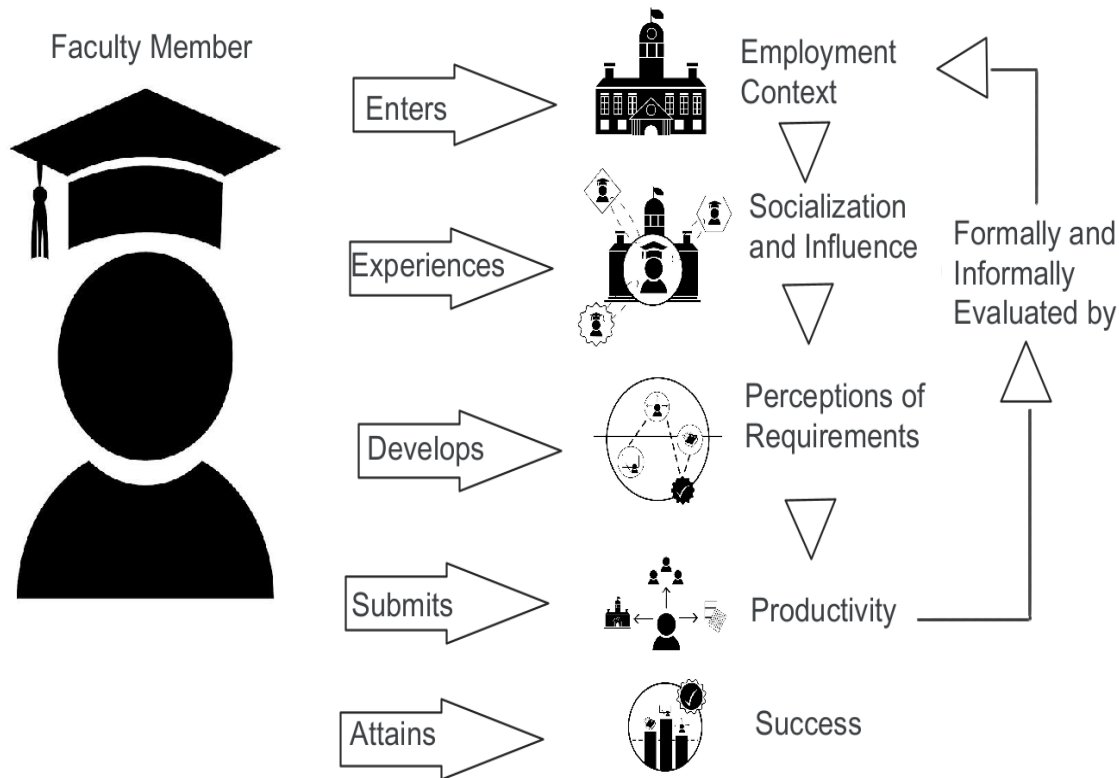
1. Faculty Acculturation Model

The FAM, developed by the author, depicts the employment cycle of faculty members within higher education institutions. As shown in Figure 1, a faculty member enters into an employment context (i.e., the focus of this study) where they are socialized to the expectations and requirements of their employment. Socialization is expected to influence the faculty member's perceptions of what it takes to achieve reappointment, promotion, or tenure within that institution. Faculty members, in turn, are productive in the areas of teaching, service, and scholarship, which members of the employment context evaluate formally and informally. This process leads to revisions to perceptions of productivity and additional productivity that is then evaluated.

"As a product, [culture] embodies wisdom accumulated from experience. As a process, [culture] is renewed and re-created as newcomers learn the old ways and eventually become teachers themselves" (Bolman & Deal, 2008, p. 269). Here, acculturation is the process of learning, adapting, or borrowing traits of another culture. Sun et al. (2016) list the salient domains of acculturation as behaviors, values, cultural beliefs, attitudes, sense of belonging/identity, and language. The relationships between key constructs of the FAM and domains of acculturation are shown in Table 1. Each construct of the FAM includes multiple components and is aligned to one or more domains. For example, the FAM construct of productivity includes the components of teaching, service, and scholarship. It aligns with the domain of behaviors, values, cultural beliefs, attitudes, and language. A unidimensional acculturation experience is not expected. It is possible, and quite likely, that faculty members will not adopt all of the values and beliefs of their employment context, even if productivity aligns with that context.

Figure 1

Faculty Acculturation Model: Interaction Between Employment Context and Faculty Member Characteristics to Create Perceptions and Productivity



1.1 Faculty Member

Faculty members come to the employment context and employment status with a unique mix of demographic characteristics and employment qualifications, as shown in Table 1. These characteristics are predictors of productivity (Antonio et al., 2000; Davidovitch & Soen, 2006; Fairweather, 2002; Hale, 2012; Macfarlane, 2007; O’Meara, 2005; Perna, 2001; Todd et al., 2008).







1.1.1 Demographic Characteristics

Faculty member characteristics such as ethnicity, gender, sexuality, and deaf identity play a role in faculty workload, tenure status, and promotion rates. The benefits of a diverse faculty and recruitment strategies are long established (Igwebuikwe, 2006; Piercy et al., 2005; Smith et al., 2004); however, Black, Indigenous, and people of color (BIPOC) and women faculty members continue to face challenges in institutional reward systems such as promotion and tenure (Igwebuikwe, 2006; Murray, 2007; Perna, 2001; Piercy et al., 2005; Thompson, 2008). The proportion of BIPOC and female faculty members holding advanced rank and receiving tenure is significantly less than that of minority faculty members holding assistant professor rank, and this trend continues (*Digest of Education Statistics, 2019, 2019; Perna, 2001*).

1.1.2 Employment Qualification

The literature points to differences in scholarly productivity, tenure, and promotion based on employment qualifications (Beattie & Goodacre, 2004; Hale, 2012; Henninger, 1998; Smith et al., 2009; Stack, 2001). Employment qualification includes academic credentials (e.g., level and field of degree) and professional credentials (e.g., certifications, licenses). Faculty members can be classified as academically and or professionally qualified. ASLIPs faculty members generally are classified as professionally qualified; that is, they hold master’s degrees along with professional credentials (Hale, 2012). According to Hale (2012), most ASLIPs faculty members held master’s degrees (62.2%) rather than doctoral degrees (24.5%). Almost 60% of ASLIPs faculty members were nationally certified interpreters; of those who were interpreters but not certified, all but four were deaf faculty members (Hale, 2012).

Table 1
Alignment of Acculturation Domains and FAM Concepts

FAM Constructs	Components of FAM Construct	Acculturation Domain
Faculty Member 	Demographic Data Deaf/Non-Deaf Status Employment Qualification Employment Status	Behaviors Values Cultural Beliefs Attitudes Sense of Belonging/Identity Language
Employment Context 	Carnegie Classification Disciplinary Classification	Values Cultural Beliefs Attitudes Language
Socialization and Influence 	Policies Programs People	Behaviors Values Cultural Beliefs Attitudes Sense of Belonging/Identity Language
Perceptions of Requirements 	Teaching Scholarship Service	Values Cultural Beliefs Attitudes Sense of Belonging/Identity Language
Productivity 	Teaching Scholarship Service	Behaviors Values Cultural Beliefs Attitudes Language
Success 	Tenure Promotion	Attitudes Sense of Belonging/Identity

1.1.3 Employment Status

Faculty employment status is the explicit connection between the individual faculty member and their entry into the institution. Employment status can be full- or part-time, tenure track (tenured or not yet tenured), or non-tenure track. Faculty members in non-tenure-track positions may or may not be aspiring to tenure-track positions. Hale (2012) reported that 57% of ASLIPs faculty members were in non-tenure-track positions; 22.6% of ASLIPs faculty members were tenured. According to Hale, “the use of contingent faculty members, especially part-time faculty, may lead to less consistency between components of the curriculum. Within the institution, a lack of tenured faculty may lead to a lack of influence and/or resources from within the institution” (2012, p. 133).

1.2 Employment Context

Academic employment expectations are determined within a specific employment context, which can be understood via Carnegie Classification (institution type) and departmental disciplinary alignment (Austin, 2002; Hale, 2012; Tierney, 1996; Tierney & Rhoads, 1993). This construct is the foundation for understanding ASLIPs culture and the faculty experience. This part of the model is the focal point of the current study and is explored in more detail below.

1.21 Carnegie Classification

While demographic characteristics (such as race, gender, and age), and discipline have been found to significantly influence reward systems, a third factor, institutional type may have the most profound influence on expectations for faculty work and their subsequent influence on evaluation criteria and outcomes (O’Meara, 2005, p. 483).

The Carnegie Classification system captures the essence of higher education institutional types, from 2-year institutions to flagship doctoral-granting institutions (Carnegie Foundation for the Advancement of Teaching, n.d.). The Carnegie system categorizes all postsecondary institutions in the United States into one of seven primary classifications—Doctoral Universities, Master’s Colleges and Universities, Baccalaureate Colleges, Baccalaureate/Associate’s Colleges, Associate’s Colleges, Special Focus Institutions, and Tribal Colleges. Within each category there are subcategories. Each basic classification is mutually exclusive. For example, even if Tribal Colleges generally fit a different classification’s profile, they are excluded from other classifications. Special Focus institutions are just what it seems, institutions where the degrees offered are centered around a specific field or collection of fields. For example, 2-year Special Focus institutions are separated into categories such as Health Professions and Art & Design. Special Focus 4-year institutions have a more comprehensive range of classifications including Faith-Related Institutions, Medical Schools & Centers, Engineering & Other Technology-Related Schools, and Law Schools, among others. Tribal Colleges are members of the American Indian Higher Education Consortium.

To be classified as a Doctoral Institution the university must offer at least 20 different research-based doctoral degree programs or at least 30 practitioner-based doctoral degrees programs. Over 470 Doctoral Institutions are grouped into three subcategories. Research One (R1) institutions have *very high* research activity, whereas Research Two (R2) institutions have *high* research activity; both have over \$5 million in research spending, which is a proxy for the emphasis of the research focus of the institution. Doctoral/Professional Universities (D/PU) offer a wide range of research or practitioner-based doctoral programs.

The classification of Master’s Colleges and Universities includes public and private institutions that offer at least 50 different master’s degree programs and fewer than 20 doctoral programs. Many institutions in this category are regional campuses of large public universities. Baccalaureate Colleges classification includes institutions with fewer than 50 master’s degrees and 20 doctoral degrees; at least 50% of the degrees

awarded are bachelor's degrees or higher. The Baccalaureate/Associate's Colleges, on the other hand, offer at least one bachelor's degree program and associate's degree programs. Over 50% of the degrees awarded in this category are associate's degrees. Associate's Colleges do not grant degrees higher than the associate's. This classification is divided into nine categories by type of student (traditional vs. non-traditional) and the discipline (transfer, Career & Technical, or mixed).

The Carnegie Classification system is a frequently used variable or unit of study in the higher education literature (August & Waltman, 2004; Fairweather, 2002; Greene et al., 2008; Hale, 2012; Link et al., 2008; O'Meara, 2002, 2005; Perna, 2001). Institutions classified as R1 or R2 demand higher levels of scholarly productivity and grant-seeking for promotion and tenure. In contrast, liberal arts baccalaureate institutions do not grant tenure primarily based on research productivity. In Hale's study of ASLIPs faculty members, "Carnegie classification was a significant predictor of service and scholarship productivity, but not of teaching productivity" (2012, p. 129).

1.2.2 Disciplinary Alignment

Any institution's culture may play out differently within departments across campus because of inherent disciplinary differences (Alvesson, 2002; Becher & Trowler, 2001). Faculty members interface with interpretations of institutional policies and practices within departments daily; therefore, the academic department is the primary mechanism of socialization and influence (Wright et al., 2004). Departments may be composed of multiple disciplines or centered around one discipline.

Academic disciplinary unit influences faculty scholarly productivity (Cramer, 2006; Few et al., 2007; Hotard et al., 2004; Kaya et al., 2005; Wanner et al., 1981) and teaching approaches (Peacock et al., 2018; Smart et al., 2000). Anthony Biglan's and John Holland's systems are straightforward and frequently used for classifying disciplines and departments (Biglan, 1971, 1973, 1976; *Dictionary of Holland Occupational Codes 3rd Edition* | *DHOC*, n.d.; Holland et al., 1994). Biglan classified disciplines along three dimensions—hard versus soft, pure versus applied, and life system versus non-life system. On the other hand, Holland classified individuals and employment contexts according to six personality-based clusters.

Discipline influences differing levels of scholarly productivity and influences the outlet of productivity even in closely related disciplines (Cramer, 2006; Few et al., 2007; Hotard et al., 2004; Kaya et al., 2005; Kekale, 1999; Wanner et al., 1981). Faculty members from the hard disciplines are significantly more productive scholars (Hotard et al., 2004; Kekale, 1999; Wanner et al., 1981). Book productivity is higher in social sciences and humanities than in physical and biological sciences, whereas article productivity is higher than book publication in physical and biological sciences. Social scientists, however, publish fewer articles than physical scientists. At the same time, they publish more books than humanities and physical and biological sciences faculty publish (Wanner et al., 1981).

Expectations and requirements for scholarship may be incredibly variable within interdisciplinary fields and departments. For example, those with law degrees publish fewer articles among the interdisciplinary criminal justice faculty than their peers with sociology degrees or criminal justice PhDs (Stack, 2001). Sociologists within the criminal justice faculty publish more articles than their peers with a JD or PhD in criminal justice. Similarly, within the field of information systems, faculty publish articles in elite journals at about the rate of accounting faculty, which is lower than the rates of marketing, management, or finance faculty (Dennis et al., 2006). Differing productivity expectations within interdisciplinary fields present challenges for faculty because promotion and tenure criteria may align with the productivity expectations of one discipline rather than making allowances for disciplinary values and emphasis found within specific fields or subfields within a department.

Disciplines also have different ways of approaching teaching and student interactions. Faculty across Holland's clusters show different preference for types of courses, students, and instructional approaches (Smart et al., 2000). The value and use of specific teaching techniques and tools also vary across disciplinary lines. For example, integrating pop culture into course instruction is an area of difference. Although faculty

across disciplines report pop-culture references having high levels of relevance to student learning, there are significant differences in attitudes, comfort, and use of pop-culture references. Perhaps not surprisingly, the soft fields of humanities and social sciences are generally more positive and use pop-culture references more frequently than those faculty in hard fields of natural sciences or mathematics. There were no differences in attitude or use by age or rank of the faculty members (Peacock et al., 2018). On the surface the difference in perceptions of students and classroom techniques may not seem overly crucial for new faculty to learn. However, evaluation criteria and implicit expectations are frequently tied to these types of preferences. Learning the nuances within a specific department is the essential aim of the socialization and influence process because it leads to perceptions of requirements.

1.3 Socialization and Influence

The socialization process that occurs during graduate education is insufficient for preparing prospective faculty members for the demands of academia (Austin, 2002; Keith & Moore, 1995; Rosch & Reich, 1996). Therefore, the primary way that faculty members learn about academic expectations is to be socialized and influenced within a specific employment context. Faculty members understand each employment context's culture, nuance, and expectations as they are socialized and influenced through policies, programs, and people (Pratt et al., 1999; Rosch & Reich, 1996). Faculty members learn beliefs, attitudes, and values through others' behaviors, oral and written communication, policy manuals, systems, and rules (Pratt et al., 1999).

1.31 Policies

All institutions have formal written retention policies. Often these policies are vague, and they may not reflect the values or tenuring practices within the institution or department (Cheverie et al., 2009; Filetti, 2009; O'Meara, 2002, 2005). Even when tenure policies are revised to explicitly support alternative forms of scholarship, as defined by Boyer (1990), when the policy is implemented, old value systems may remain and the enacted policy may not align with written policy (Cheverie et al., 2009; O'Meara 2002). Filetti (2009) states that even when scholarship and teaching are clearly defined, service is often un- or under-defined.

1.3.2 Programs and People

Because written policies do not always clearly reflect practice, programs and people are essential components of the socialization and influence process. Faculty members learn institutional culture and expectations by reading policies and handbooks and more importantly by interacting with and observing colleagues (Pratt et al., 1999; Rosch & Reich, 1996). This informal communication is often inaccessible for deaf faculty members (Cawthon, 2004; O'Brien, 2020; Woodcock et al., 2007) because campus colleagues do not know ASL and interpreters are not always readily available. O'Brien (2020) reported that Deaf faculty members' professional networks are often outside of their institution; therefore, the academic socialization process may or may not align with the institutional context where they are employed. In addition, deaf faculty may not have access to formal events hosted on campus due to the additional burden of coordinating their own accommodations for the programs (McDermid, 2009; O'Brien, 2020; Woodcock et al., 2007).

1.4 Perceptions of Requirements

The FAM assumes that successful socialization into an institution's culture results in perceptions of required productivity that aligns with the academic culture of that specific employment context for reappointment, promotion, or tenure. Faculty perception has received limited attention; however, it is

a crucial construct of the model. If faculty members do not perceive the requirements accurately, they are not likely to successfully navigate the reappointment, tenure or promotion process: “no matter what kinds of academic institution you are at – public, private, four-year college, comprehensive university or graduate research university, it [work] all boils down to teaching, research and service” (Mabrouk, 2006, p. 1030). All faculty work can be simplified into one of those three areas; however, not all faculty are required to perform to the same extent in all areas. The time and emphasis placed on each is largely determined by the employment context, that is the type of institution and department in which they work (Leslie, 2002; O’Meara, 2005; Wolf-Wendel & Ward, 2006). Faculty members create perceptions of the relative importance of each through their socialization process. Determining where the primary emphasis lies in a particular employment context is often difficult for individual faculty members (Davidovitch & Soen, 2006; Greene et al., 2008; Leslie, 2002; Wolf-Wendel & Ward, 2006). However, Hale (2012) reported that while ASLIPs faculty perceptions of requirements differed across Carnegie Classification when their perceptions were compared to their chairs’ perceptions, faculty members had similar levels of alignment with their respective chairs. This finding aligns with Kaya et al.’s (2005) findings. They found a significant positive relationship between the department chair’s emphasis and individual goal setting.

1.5 Productivity and Evaluation

Productivity refers to the three traditional components of faculty work on which reappointment, promotion, and tenure decisions may be based: teaching, scholarship, and service. Overall teaching effectiveness, number of various types of scholarly products (e.g., articles, presentations, grants), and number of various levels of service activity (e.g., institutional, professional, community) are the productivity indicators represented in the model. Although frequency may differ, each employment context has procedures for evaluating faculty work. The formal and informal evaluation should, in turn, allow the faculty member to recalibrate perceptions to converge with practice within that employment context.

Scholarship and teaching, not service, are the activities most likely to result in tenure, promotion, and merit pay increases across employment contexts (Hale, 2012; Culpepper et al., 2020; O’Meara, 2002; Perna, 2001). Unfortunately, women and BIPOC faculty members receive more requests for service activities and perform more undervalued service than their male non-BIPOC faculty colleagues (Abdul-Raheem, 2016; Culpepper et al., 2020; Few et al., 2007). Thus, women and BIPOC faculty members are underrepresented among those promoted to full professor across all fields (*Digest of Education Statistics, 2019, 2019*). Deaf faculty members also spend considerable time in unpaid and unrecognized work for accessibility such as coordinating interpreting services so they can complete their formal duties (O’Brien, 2020).

2.0 Methodology and Methods

2.1 Epistemology and Methodology

A pragmatic, constructivist epistemology frames this study. As a faculty member who has worked in ASLIPs that were housed within schools/departments my experiences have included my dedication to work in this area. Interpretive Description (ID) methodology aligns with the epistemological frame, the research question, and the desired aim to create useable outcomes (Thorne, 2016; Thorne et al., 1997, 2004). ID “is grounded in an interpretive orientation that acknowledges the constructed and contextual nature of much . . . experience, yet also allows for shared realities” (Thorne et al., 1997, p. 172), which aligns with a foundational belief of this study that ASLIF likely have many shared experiences, and each individual’s experience is shaped by the specific context in which they are employed and the socialization they receive.

2.2 Methods

Hale (2012) identified ASL-English interpreting programs using the National Consortium of Interpreter Education Centers' (2010) database of interpreting programs. While that list included associate through doctoral degree programs, only baccalaureate degree programs in the United States were included in her sample. Hale's work continues to focus on baccalaureate-granting ASLIPs because faculty within associate degree programs and institutions are not plagued to the same extent by unclear expectations around faculty responsibility, which are primarily focused on teaching and service. Hale's (2012) study excluded programs offered primarily via distance technology or baccalaureate programs housed alongside a doctoral program. That study included 38 programs. Carnegie Classification was determined using the database available on the Carnegie Foundation website (now found at <https://carnegieclassifications.acenet.edu/>). College/school and department classifications were determined by reviewing program websites and were categorized based on the collected data.

The current study used a similar process for classifying institutions and determining department and college disciplinary alignment. In addition to reviewing previously collected data, I reached out to colleagues in person, online, and in ASL instructors' Facebook groups to determine if there were programs I did not have on my lists. Department and college fields/disciplines were compared to Hale's (2012) reported categories. Once the data were collected, comparisons were made between program data in 2011 and the current program data to answer the research questions: "What changes are evident in the institutional type (i.e., Carnegie Classification) of 4-year degree ASLIPs in the United States?" and "What changes are evident in the placement of 4-year degree ASLIPs within the institutions' academic units (i.e., college/school and department units)?" The institutional Carnegie Classification of ASLIPs was compared over time. College/school affiliations were compared, and housing departments were categorized and compared.

Results

3.1 Number of Baccalaureate ASLIPs in the United States, 2011 and 2021

Hale's (2012) study reported on 38 baccalaureate-level ASL-English interpretation programs; however, her study excluded minors and concentrations. The study also excluded distance learning programs and programs housed alongside a doctoral program. Ignoring Hale's (2012) exclusion criteria, there were 45 baccalaureate-level ASLIPs. Currently, there are 57 programs, a net gain of 12 baccalaureate-granting ASLIPs.¹ Two programs included in the previous study no longer offer a major, minor, or concentration in interpretation. It is possible that some of the 14 "new" programs existed in some format previously—either as non-degree-granting or as associate's degree programs. Almost one-third of programs are currently accredited by the Commission on Collegiate Interpreter Education (CCIE).

3.2 ASLIPs Institutional Carnegie Classification

The Carnegie Classification of the 38 programs reported by Hale (2012) was compared to each of the 57 programs included in the current study (see Table 2). Because of the different selection criteria, the proportion of programs across the Carnegie Classification is more telling than the raw number of programs in each classification.

1 The data that support the findings of this study are available from the corresponding author upon request.

A decade ago, programs were spread relatively evenly among three large categories of Carnegie Classifications, as shown in Table 2. Master's Colleges and Universities housed slightly more programs (36.8%) than Baccalaureate Colleges or Doctoral Granting / Research Universities (31.6% and 31.6%, respectively). Current programs are heavily skewed to being housed in Doctoral Granting / Research Universities (52.6%), with Baccalaureate Colleges (19.3%) and Master's Colleges and Universities (28.1%) accounting for less than half of the housing institutions.

Among the doctoral-granting institutions in the 2021 data set, nine were classified as Professional Degree Granting institutions, 10 were housed within institutions classified as High Research institutions (R2), and 11 were housed within Very High Research (R1) institutions.

Table 2

Number of Programs by Carnegie Classification

Carnegie Classification	Number of Programs in 2011 N (%)	Number of Programs in 2021 N (%)
Baccalaureate Colleges	12 (31.6)	11 (19.3)
Master's Colleges and Universities	14 (36.8)	16 (28.1)
Doctoral Granting/Research Universities	12 (31.6)	30 (52.6)
Total Programs (N)	38	57

Note: 2011 data taken from Hale (2012, p. 94)

3.3 ASLIPs College or School Affiliation

Not all HEI are divided into schools or colleges. Hale's (2012) study included 24 programs housed within a college or school within the HEI; 44 current programs had college or school designations. About half of the programs continue to be housed in Colleges/Schools of Education, as shown in Table 3. Of the 20 programs currently housed in a College/School of Education, 10 are in a college that combines Education and another field, such as College of Education and Human Development (n=1); College of Education and Behavioral Sciences (n=1); College of Education and Health Sciences (n=1); College of Education and Human Services (n=3); College of Education, Health & Human Services/Sciences (n=4). The current dataset has one program housed in each of the following: College of Health and Human Services, College of Community and Behavioral Services, and College of Rehabilitation and Communication Sciences. These three programs were categorized as Health & Community Services.

The proportion of programs classified as Health & Community Services has decreased from 12.5% to 6.8%. The proportion of programs housed in Colleges/Schools of Arts & Sciences has increased from 25% to 36.4%. There is also an increase in the proportion of programs within Social Sciences, 8.3% to 11.4% respectively. The 2021 dataset includes five programs classified in Table 3 as Social Sciences; two of those programs are also included in the Arts & Sciences or Letters, or Humanities because the college names included both Arts and Social Sciences.

Table 3*Number of Programs by College/School Academic Unit*

College/School Name	Number of Programs in 2011 N (%)	Number of Programs in 2021 N (%)
Education or Education +	11 (45.8)	20 (45.5)
Arts & Sciences (or Letters or Humanities)	6 (25.0)	16 (36.4)
Health & Community Services	3 (12.5)	3 (6.8)
Social Sciences	2 (8.3)	5 (11.4)
Other	2 (8.3)	2 (4.5)
Total (N)	24	44

Note: 2011 data taken from Hale (2012, p. 95); number of programs in 2021 does not add to 44 due to college classifications overlapping with previously identified categories.

3.4 ASLIPs Department Affiliation

ASLIPs departmental alignment has shifted over the last decade, as seen in Table 4. The proportion of programs housed within Language and/or Culture departments has increased from 46.4% to 58.8%. Language and/or Culture departments were further divided. Thirteen programs were housed along the study of other languages or linguistics, with nine in language departments and four in linguistics. The remaining 17 programs were in Departments of ASL (n=3), ASL and Interpreting (n=4), ASL Interpreting (n=4), or Deaf Studies (n=6).

Almost one-third of programs (29.4%) were housed in Education departments, slightly less than in 2011. Of the 15 programs, three were in Communication Disorders departments and five were in departments of Special Education. The remaining seven were in departments of Education, with titles such as Department of Education, Department of Teaching and Learning, or Department of Learning Sciences.

Table 4*Number of Programs by Departmental Academic Unit*

Department	Number of Programs in 2011 N (%)	Number of Programs in 2021 N (%)
Language and/or Culture	13 (46.4)	30 (58.8)
Education (including Special Education or Communication Disorders)	10 (35.7)	15 (29.4)
Human Services	4 (14.3)	3 (5.9)
Other	1 (3.6)	3 (5.9)
Total (N)	28	51

Note: 2011 data taken from Hale (2012, p. 96)

3.5 Distribution of 2021 Language and Culture Departments Across Colleges

Given the large proportion of programs within Language and/or Culture departments in 2021, I wanted to explore the distribution of these programs across college divisions. As seen in Table 5, when ASLIPs are housed within their own departments (i.e., not commingled with other languages or cultures or with

linguistics), they are housed within a wide range of colleges. They are found within Colleges of Liberal Arts & Sciences; Education; Humanities & Social Sciences; Health & Human Services; and other colleges or divisions. When housed within a broader language and culture or linguistics department, they are found only within Colleges of Liberal Arts & Sciences or Humanities & Social Sciences.

Table 5

Distribution of 2021 Language and Culture Departments Across Colleges

College	Liberal Arts & Sciences N (%)	Education + N (%)	Humanities & Social Sciences N (%)	Health & Human Services N (%)	Other Division N (%)	No College or Division N (%)
ASL	1 (3.3)	-	1 (3.3)	-	-	1 (3.3)
(A)SL Interpreting; ASL & Interpreting; Interpretation & Translation	2 (6.7)	2 (6.7)	-	-	1 (3.3)	3 (10)
Deaf Studies	-	2 (6.7)	-	-	-	1 (3.3)
ASL & Deaf Studies	-	-	-	-	1 (3.3)	-
Deaf Studies & Deaf Education	-	-	1 (3.3)	-	-	-
Communicative Sciences & Deaf Studies	-	-	-	1 (3.3)	-	-
World Languages; Modern Languages; Classical & Modern Languages	3 (10)	-	4 (13.3)	-	-	1 (3.3)
Languages, Literature, & Composition	-	-	1 (3.3)	-	-	-
Linguistics	2 (6.7)	-	1 (3.3)	-	-	1 (3.3)
Total (30)	8 (26.7)	4 (13.3)	8 (26.7)	1 (3.3)	2 (6.7)	7 (23.7)

Discussion

As expected, there has been a hefty increase in 4-year degree programs in the last decade, averaging slightly more than one new program per year. This means the employment context for ASLIF has shifted in the last decade. Baccalaureate-granting ASLIPs have asserted themselves as field, as evidenced by the shift to stand-alone departments; eight ASLIPs are within interpreting departments. In addition to the recognition of ASL interpretation, there has also been a shift toward recognizing the fields of ASL and of Deaf Studies as the overarching fields, and interpretation as a specialty within that field, as evidenced in department names. Nine ASLIPs are housed within departments that do not have interpreting in the name: three in Departments of ASL, and six in departments with Deaf Studies in the name.

However, the placement of programs within the hierarchical structure of the academy indicates a continued fractured view of the field's disciplinary alignment. The roots within Colleges of Education and Human Services are still strongly present even as programs have shifted slightly into Colleges of Arts and Science and/or Liberal Arts, which reflects what Miller (2008) and Hale (2012) reported. About half of the ASLIPs are still located within Colleges of Education. ASLIPs housed within departments that include

linguistics or other language and culture study are primarily found within Colleges of Liberal Arts & Sciences and Humanities & Social Sciences. ASLIPs within their own departments are spread relatively equally across all college classifications, indicating that the liberal arts nature of SLIS as a discipline has not been embraced sufficiently within the hierarchy HEI to warrant relocation of programs within those colleges. Exploring continued shifts in how SLIS as an academic area of study is incorporated into ASLIPs will be interesting given the historically highly practitioner-focused nature of ASLIP within higher education institutions in the United States.

As the FAM depicts, a faculty member enters an employment context (i.e., the interplay of institution type, college, and department classifications) and is then socialized to the expectations and requirements for reappointment, promotion, or tenure. As discussed previously, employment context dictates, to a large extent, the type of work required of a faculty member. Another important factor in determining faculty work requirements is position type, which is part of the FAM, but was not explored in this study. Position type includes characteristics such as part- or full-time, contingent or continuing, and tenure or non-tenure track. Currently, more than half of ASLIPs are located within doctoral-granting institutions. Tenure-track faculty positions within doctoral-granting institutions almost always require doctoral degrees. Tenure-track faculty within doctoral-granting institutions must be productive in teaching, research, and service. Non-tenure-track faculty in doctoral institutions and faculty within other types of institutions may not be required to hold doctoral degrees, and they may not be required to be productive scholars. Instead, the focus is more likely to be on teaching and service.

If the trend toward doctoral-granting institutions continues, we may need to explore an increase in the graduate school pipeline, including master's programs and doctoral program options focused on SLIS so that faculty members will have sufficient research training to be considered for and succeed in tenure-track positions in doctoral-granting institutions. Anecdotally, many of my colleagues and I initially became faculty members because we wanted to teach the next generation of interpreters, not because we wanted to research interpreting. The shift to doctoral-granting institutions means that more faculty members will have significant research expectations in addition to teaching to be successful in their positions. Understanding the expectations of different types of institutions can assist aspiring faculty members or those looking for a new position, to better align career goals with the jobs available.

In addition to the institutional classification, faculty development supports aimed at ASLIF must consider differing disciplinary perspectives. Recommendations and supports for faculty members at baccalaureate-granting institutions in a College of Liberal Arts and in a Department of World Languages are likely to differ from a faculty member working in a Doctoral Granting / Research University with a very high research focus in a college of education and department of Deaf Studies. Given the range of colleges and departments that ASLIPs are housed within, faculty success criteria and value systems likely differ widely between departments. For example, the fields of education and humanities place different emphasis on book publishing when compared to article publishing (Wanner et al., 1981).

I recommend two areas for future study. First, regarding the development of SLIS as a field and its impact on ASLIPs in the United States, we should explore the extent to which ASLIPs incorporate SLIS. That is, we should investigate the extent to which ASLIPs provide an "introduction to the theoretical frameworks that consider interpreting as an object of research and study within academia" (Roy et al., 2018; p. vii). Based on academic units within higher education, it appears that some headway has been made to differentiate ASL, Deaf Studies, and Interpreting as their own areas; however, there is less evidence at the institutional level of a shift in perspective from practical application to disciplinary study. Second, future studies should explore the types of positions faculty members hold within different Carnegie Classifications to understand better the work faculty are doing. This understanding will allow for targeted support aimed at the intersection of employment context and position type.

Conclusion

The number of ASL-English Interpretation baccalaureate degree programs has grown over the last decade. Although the employment context for ASLIF has changed slightly, programs are still housed across a range of colleges and departments within the academy. In addition to a recognition of ASL-English Interpreting, there has also been a shift to housing ASLIPs under the umbrella of ASL and/or Deaf Studies. With shifts to their own departments, ASLIF can influence the faculty evaluation and reward systems that enact the values of our field. ASL-English Interpreting and SLIS's continued growing identity allows ASLIF agency to design their requirements and support systems.

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