Summary of the Discussion

Date: March 20, 2005, 1-4 p.m.
Location: Holyday Inn SOHO Meeting Room

Attendees:
Japanese delegation: Nemoto, Miyoshi, Fujii, Hirai, Iwata, Kuraya, Modeki, Matsuzaki, Kikuchi, Ishii, and Shirasawa
Observers: Yoshida, Danny Gong (ASL sign language interpreter in NYC)
Interpreters: Tamura, Nakamura, Nakaura, Abe

What were the most important things you learned from the study tour so far, and what would you like to incorporate within your institute from this visit?

<Hirai: Shizuoka Fukushi (Social Welfare) University>
(Shizuoka Fukushi University was recently established in 2004. At present, only one physically disabled student is enrolled and there's no enrollment of deaf students. However, the committee on supporting disabled students was formed when the university was established, and the committee has been very active to place the committee as a party of the facilities within an institute system.)

- I was impressed with a fact that every university we've visited is very well prepared to provide Tip Sheets and the brochures (for various support services). I would like to invent a material that fits my university based on these materials.
- Regular hotels in the United States (assuming it is a hotel where the delegation stayed in, Holiday Inn in SOHO/China Town) provide accommodations for deaf and hard of hearing customers. On the other hand, my university is not yet prepared for equipment accommodations. Enrollment of new disabled students is expected in the next two or three years, so I would like to be well prepared by establishing a support system for the disabled students.

<Kuraya: Kanto Support Center for Deaf and Hard of Hearing>
(Kanto Support Center for Deaf and Hard of Hearing provides outreaching services within Kanto-region, mostly in Tokyo. The support center provides training/workshop for notetakers and consultation for establishing the better quality of support services.)
- Currently, we lack materials for providing consultation, so we would like to

develop new materials such as Tips Sheets and training curriculum based on what we've learned, and show the materials to other universities.

- From what I heard at NYU related to NETAC, I learned that both <u>providing effective consultations on support services at the beginning phase</u> + <u>providing the up-to-date/latest information to the universities with a moderate amount of experiences in providing support services</u> are equally important in order to establish a better support services. Especially, for the latter, we need to establish a network where each university can share its own experience with others institutes in a two-way setting, not simply being provided information like a one way street.

<Iwata: Doshisha University>

(Doshia University is the first university, which hired a sign language interpreter as a university employee. The university was resolved to provide support services for disabled students a while ago, and the decision contributed to today's growth/progress.

- From this study tour, I learned that a broad idea for supporting the students overall is very common between other institutes and my university.
- I was impressed with greater efforts in order to promote an awareness of the support systems/services to everyone with Tip Sheets, brochures for faculty members/students, and distributing information via website.
- COOP or tutoring services at RIT/NTID emphasized on not only providing services, but also <u>on how deaf students could grow through these experiences</u>. In Japan, we also need to move up to a state, where service providers can understand an actual situation of deaf students precisely and then provide educational solutions/correspondences based on each deaf student's needs.
- As I expected, <u>the university administrators in the United States are very well prepared and resolved to provide what the students need</u>. For example, sending sign language interpreters to Paris, France, is not an easy task to do even if they understand the needs logically.

<Fujii: Nihon Fukushi (Social Welfare) University>
(The largest number of deaf students (approximately 35 students) is enrolled in this university. The university strongly emphasizes on creating a circle of supportive friends naturally and lead these circle of friends to establish a support system with collaborative efforts, which are made between disabled students and normal students This is a philosophical idea of support in Nihon Fukushi University.)

- Although we have been emphasizing on a collaborative experience of students with no disabilities through interaction with disabled students, we should also focus on faculty development as well as we do with students.
- Establishing a disability act like ADA, laws to promote financial assistance provided by our own government are major tasks.

<Miyoshi: Tsukuba College of Technology (Captioning Specialist)>

- Since I am a technical specialist, I came here only for learning about C-print technologies; however, I was able to learn many different aspects of support services. Especially, after the visit to NYU, I realized that a university like NYU, which is smaller than NTID for the scale of support service, also provides sufficient support for deaf students, and I was impressed that support services are provided across the United States overall.
- In the United States, there are many different options are available for captioned interpreting, such as C-print, voice recognition technologies, and CART. A fact that each university choose each technology based on the student's needs was significant.
- I believe that how universities/college hire a technically skilled operator is a critical task in Japan.

<Nemoto: Tsukuba College of Technology>

- I realized that a direction of deaf education has been shifted to a new direction in a global level. For a while, all the deaf educators primarily focused on segregated education in deaf institutes. On the other hand, today's deaf education has been primarily focusing on mainstreaming education, and turned its wheel to send the deaf students who've met the requirements at the deaf schools to mainstreamed schools. Therefore, I believe NTID has also learned the importance of support in mainstreamed environment, so they started to focus more on support services at RIT. In response to this, we should think about how can TCT deal with this change in deaf education. We must consider an

importance of networking/collaboration with other universities.

<Kikuchi: Gunma University/TCT Alumni>

- At NYU, I learned that deaf students themselves have a right and responsibility to choose an interpreter for their own, and I totally agreed with that. In Japan, deaf students tend to be too dependent on the university to provide support services when certain levels of supports services are provided. However, if deaf students have their own responsibilities and choose what support services to be provided independently, that will give an opportunity for them to be <u>more conscious about what support services would be ideal for deaf students themselves.</u>

<Motegi: Gunma University>

(Gunma University is where sign language interpreters are hired directly to the institute to support deaf students. The number of enrollment of deaf students is handful and a scale the service is smaller, however, Gunma University provide one of the best quality of interpreting across Japan.)

- In Japan, when there are several support services and ideas in providing support services, we are often asking ourselves which approach would be appropriate. However, I am impressed that a deaf student [in the United States] is able to choose from various support options at the institutes we've visited.

<Matsuzaki: Miyagi/Sendai Deaf Student Support Center>

(This support center was established two years ago, modeled after Kanto Support Center for Deaf and Hard of Hearing. Throughout last year, the center had been successful to provide outreaching services, and then managed to establish the new system to provide support services in the half of universities, where deaf students are currently enrolled, within Miyagi prefecture.)

- Tip sheets are NETAC's important and intellectual properties, so we should bring them back to Japan. Simultaneously, we need more of <u>"know-how (knowledge)" in recruiting qualified individuals, establishing the organization of supporters, and placing a coordinator</u> in order to provide support services within institutes. So I would like to gather more information/materials for providing better consultations in these matters.
- Throughout the study tour, I noticed that opinions from a deaf student's point of view hasn't been reflected very much, so I am looking forward to the panel

discussion tomorrow, so that I can learn from actual experiences of the deaf students.

* From above opinions of each participant, the followings are pointed out as important issues that we should tackle.

1. Supporting the universities that try to establish the new support system for D&HH students
   Provision of information by Tip Sheets,
   Consulting on How to set up support system,
   Avoid the situation such as "we have no idea about how to do, so let's do nothing."
2. Information exchange and sharing between universities that already have the experience in support service to some extent
3. Academic support for deaf students, support services from a point of view to train deaf students' self consciousness, such as self-advocacy and empowerment
4. Educating faculty members (professors etc) to be aware of deaf students' issues and training for support staffs to become a support coordinator
5. Lobbying to national authorities for obtaining the governmental budget

Suggestion:

We should prepare Tip Sheets in Japanese and some materials necessary for consultation. In order to make this happen, we should set up the editorial committee among the PEPNet-Japan key people.

a. Checklist for self-diagnoses
Because only having Tip Sheets can't help inexperienced universities what to do from the scratch, we should also prepare the check list that help universities to understand and check what they should do in order to prepare for the ideal support services.

b. Planning sheet for the model plan
The planning sheet is to show various support models and explain the process of creating such models.
   Role of support staffs
   How to organize support system in the universities

How to obtain the budget
Example of an organizational structure of the support system
Template for rules/regulations for supporting D&HH students
Annual planning sheet that tells what to do when welcoming freshman and
monthly plans

Our main target is the university administrative staff. The administrative staff must have sufficient knowledge in managing a support system in the university, such as how to coordinate people, rationales and justifications for obtaining the budget. Below are some ideas that we should disseminate to the administrative staffs.

The administrative staff alone should not take the responsibility to support D&HH students. The staff should consult with his/her supervisor and starts by create the committee composed of representatives from all relevant departments/sections of the university. The role of administrative staff is to establish the committee that covers the university as a whole. Once the committee decides things, the staff will be able to get the budget easily. The administrative staff should be well informed about how to find interpreter and note taker, what is the appropriate fee for those services, and who you should consult with about these issues, etc.

Other topics discussed:

Obtaining the budget

Although the Promotion and Mutual Aid Corporation for Private School of Japan provides subsidy to the universities for the purpose of PWD support students, the fund is not earmarked and as a result it is not clear about the usage of the fund. In order to improve this situation, PEPNet-Japan can play the role by requesting the disclosure of usage of the fund every year. Then, the fund will be used for more appropriate purpose.

The budget tends to be affected by the knowledge and a way of thinking of the university administrative staffs. Therefore, they should share information regarding the budget acquisition across the universities. For example, the fund is usually granted with one year delay, and this fact often discourages the staff. However, if the staff knows the appropriate accounting knowledge, this matter will not be a serious problem. You just

have to carry the unmet balance and clear it in the next fiscal year when you receive the grant. Sometimes, the staffs even don't know a variety of available grants. In such case, simply letting them know has the big impact.

Cost of providing support services for D&HH students
Many universities may be wondering how much money they have to prepare for supporting D&HH students. We should have rough ideas about the necessary budget at least. (PEPNet-Japan will do this research.)

Outreaching to other universities
Regarding outreach, a single university alone can't take the responsibility. It is a good idea to apply to "Good Practice grant (GP)" as a joint project. (Nemoto Sensei will lead this initiative.)

Faculty Development
The point of views such as, how we nurture students, how we nurture support staff, interpreters, note takers, how we nurture faculty, are necessary for improving the quality of support.

FD for faculty members is important, but they tend to be resistant when they are taught by others. So, it may be more acceptable if we inform them indirectly by providing handbooks and brochures rather than giving lectures toward them directly.

If we let faculty members know the extreme difficult situations of D&HH students in the classroom environment, many of them might changes their attitude in their teaching. (We will consider creating the website that includes the real voice of D&HH students, like Class Act)

The Report Meeting of our second study tour in the US
Saturday, May 14, 2005, at the Nippon Foundation Building

AM: Separate Meetings for D&HH students or university administrative staffs, discussing about day to day activities with supervisors
PM: Report on the US visit (this will cover not only what we've learned in the US, but also what we want to propose Japanese universities)

Kanto Support Center for D&HH students will do the draft plan of the meeting. Then, participants comment on it via ML. PEPNet-Japan financially supports this meeting.