

Faculty Session 2: Brainstorming
Gary Behm
Associate Vice President for Academic Affairs
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>> Jess La Sala: I got my eyes on you. Got my eyes on you. I can see you. OK. Very nice that we get together. It's not an often occurrence. Does everybody able to see me clearly?

I'll move over. Is this better? No? I can't, you know, levitate. I apologize for that lack of that skill, but you know, these shoes, you know I've got the witch shoes, but doesn't seem to be high enough, so I'll move over here.

Are we good? All right. Nice to have the faculty together. We don't get to see that often enough. I'd like the chance to be able to do that more often and as well as social opportunities would be nice. All right. It is Friday. Yes.

Nobody's happy. It's Friday. OK! Wow, everybody's dead. Ready for next week. All right today is session two of the four-part series. Last week we set things up and the admins got some feedback from faculty, other chairpeople, so on and so forth, and we're not sure what exactly the expectations are for today.

So we have slides to guide us through and hopefully you'll have a better understanding of where we're going with this. This will be more interactive this time.

We'll do short presentations, then turning it over to you guys, and get your ideas thrown in the mix to help us all with communication issues in the classroom. Does that sound good?

You got the e-mail from your chairperson of the different scenarios, correct? If not, it's also been posted as well, OK. Any questions so far? We're good? Sounds good.

So I'll give you a chance to read these over. Are we good? All right. Our agenda, last week we kind of summarized the community agreement. I will kind of give you a reminder of what the community agreements look like.

And then I will say a few words, comment and we've already got the idea for the faculty classroom communication expectations. And as far as the goals for today, I want to gather ideas and brainstorming from all of you.

And that the flipboards will be collected and we'll use that feedback for sessions 3 and 4. As far as how things will look, we're going to figure it out as we go, whether we're going to be developing new policy guidelines, something that will help you in figuring out communication in the classroom for the students.

Is that better? We have a better understanding of the goals? OK, good. All right. And here is Jason.

>> Jason Listman: I want to talk about what we discussed last week and remind you of the goals that we established kind of set the stage for the next 4 sessions or for all 4 of the sessions.

First, we have to recognize the problem. We did not figure out any solutions last week, but we just addressed the problem and we took that survey of everybody. Thank you everyone for responding to that and just giving us a good idea of what's happening within the classroom. It was a good data for us to collect and just get an overall view we're not talking about solutions yet.

That's what we have those other sessions for and we're going to allow the other sessions to let it let us gather information and come up with some type of policy.

The topics that we have today are not going to be overly complicated. But it could be — there could be some sensitive conversation, some personal conversations. Aleisa wanted to establish a community agreement. And that's something that we did mention last week. And I want to remind you what we agreed on.

And you can see that community agreement here on the screen. Platinum rule, assume positive intent, the Las Vegas rule, use I statements, be accountable, all space shared by members. Are there any comments related to these or any thoughts?

>> Audience Member: Las Vegas rule? What does that mean regarding here? Does that mean we're not allowed to discuss this outside?

>> Jason Listman: OK, yeah, the Las Vegas rules, some faculty are not here. So are we not allowed to share what happens in this room for the faculty who aren't here.

>> Jess La Sala: The purpose of the community agreement is making sure this is a safe space. Feel free to share your ideas and thoughts. And then communication is a tough topic to talk about. There's a lot of politics involved in that.

What is and is not appropriate? We're trying to push that all aside so that you can brainstorm ideas and we can decide what to do moving forward.

>> Jason Listman: Any other comments or thoughts?

>> Jess La Sala: All right, great. OK. Thank you.

>> Gary Behm: Where do you want me to stand? Good morning everyone this is Gary Behm. Great, I know this is our second session. We have two more left to go.

The goal, We want to have something, whether it be a document or something that we can use among ourselves, whether it be with, whether you have an interpreter in the classroom, if you have a captionist in the classroom, or if it's just you.

We have Brittany Taylor here from Access Services. Brittany, can you please stand up? Brittany worked with us, is going to be working with us through all four sessions and she wants to see what challenges we're facing.

That's going to help Brittany understand the struggles that we have and how to address them with access services. DAS is a great partner with us, but you have to remember last week Brittany talked about the increase in demand of interpreters that we're experiencing right now.

We can't continue to keep increasing the demand. It just is not feasible. It's not sustainable. So we have to be able to manage our resources better in the classrooms at NTID. Otherwise her department is not a tree. It's not going to just keep growing taller and taller and taller with more interpreters.

So it's not limitless. So we understand that they have limited resources and we need to do a better job on our own. We have different situations that might not require an interpreter, others that really do. So we need to figure out how to manage our classroom without the interpreter.

When NTID was first established, you know, we had students in the classroom and we didn't have interpreters. We had direct communication in the NTID classrooms. And that was the era that many of us experienced. Right now we're experiencing a different era, and it's really important for all of us, especially for NTID.

We don't want NTID to have interpreters in all of the classrooms. Congress will look at us if that happens and say why are you having interpreters in the classroom that looks similar to MCC or another community college. Why should we pay the money to have a special service here at NTID?

And it's up to us, it's up to us to have direct communication within our classrooms. And I think many professors believe that direct communication is best. I'm not saying that interpreters don't have an important role in the classroom, but being able to have direct communication with our students is crucial.

That's the philosophy that we have here at NTID and that's the philosophy that we want to maintain. So whether we have other access, service providers, interpreters, captions in the classroom, that's OK from time to time, but it can't be the norm.

So we're really excited to see the information and the brainstorming that we're able to gather here today. Understand we do have an access team of four people sitting in the front table. We have two interpreters and then we also have two captionists.

And they're going to be helping us with the notes so that we can have guidelines to create some type of policy at the end. And what we have learned from these four sessions.

What it was the sign for flipboard? Flip, flip, how do you sign for that? Yeah, OK we've got ASL interpreters back there. We'll let them, so we're going to be gathering those flip boards and seeing all the notes that you guys compile.

And we're going to use that information. Once we have the policy, it's going to be something that we all are going to agree to, but something that Brittany as the director of Access Services is going to agree to as well.

Right now we don't have anything. Last week was our first week, and today we're ready to roll up our sleeves and get to work. All right Jess over to you.

>> Jess La Sala: OK, thank you. Do we have enough seats for everybody? If you need to come under the front, we have seats up in the front too so everyone can get comfortable.

All right. OK. Now, what's set for today? And this is just general guidelines that I'm showing you up on the slides. We're not exactly sure how the flipboards are going to set up, but you know, as long as everybody are seated, stay where you are. Make sure you have a group to discuss things with.

Some tables don't have a whole lot of people. So let's spread out, make sure we have no one isolated. If we need more markers, we have them up at the front. Thank you. And make sure you write clearly, because we're going to have to review those notes.

Pick a speaker to expand on what it is that you came up with during the brainstorming session. Does that sound good?

Can I get your attention up here, please? The flipboard already has one of the scenarios written from them and you can just follow along with that. But if you want to be curious what the other scenarios are.

They're all up here on the front, but your Flipboard already has one so I'm going to ask chair people. Can you raise your hands? Identify yourselves, please?

OK, so spread yourselves out to each group to leave those discussions and be part of it. So, you know, jump to it. Let's get going.

>> Gary Behm: Just to clarify this is Gary. There are two chair people at this table over here. Should they be spread out?

>> Jess La Sala: Yeah, I'd like them to spread out. Each have a different table. OK, thank you. We can get somebody over here. We need more people. If you have a large group, we can split that off.

Yeah, we have a big one in there. Yeah, it seems OK. I think we're good. I think everybody has found their group.

{Brainstorming Activity}

>> Jess La Sala: You have four minutes left. You guys are still talking. I'm so happy to see that. All right, So who wants to volunteer to be the first person up here? All right. Go ahead.

>> Audience Member: I'm coming up to the front.

>> Jess La Sala: Come on up. Come on up. The stage is yours. All right. We're going to give them a gold star for volunteering to be the first person. Can you actually come over here to this area? Otherwise, you'll have the light shining right in your face.

>> Audience Member: Can everybody see us?

>> Jess La Sala: So we're going to summarize all of your feedback within the next few days and we will be sending that out. So don't worry if you can't read the flipboard.

>> Audience Member: Well I'll try to really kind of get to the bottom of what it is we talked about and summarize everything. But OK, We started with this. Let's first read the scenario. We had #2.

>> Jess La Sala: It's easy and it's enough just to refer to the number.

>> Audience Member. We had #2. Yep #2. A mathematics classroom has a mix of deaf and hard of hearing students, two of which do not use ASL. Three use SimCom and four use ASL. Describe ideas on how to facilitate communication in this type of classroom.

We're talking about some SimCom training. Have tech like Zoom in the classroom to add captioning or an interpreter or captionist. Have it, the script on a PowerPoint that we can put on in front of the class.

Do a flipped classroom. We can use tech that converts sign to English. That might be something that becomes a reality in the future. Have the oral students take ASL classes. Not force them, but encourage them to do so.

DAS to provide services including faculty communication modes in the course list. For example, if the teacher is a signer, make sure we have somebody who can voice. Repeat presentations in all different modalities within the classroom.

Separate the students into their communication preference groups. Discuss in the classroom on the first day of class what everyone's communication preferences are and try to figure out how we can match their needs the best.

I'm not clear on what this one is, but we have more. Sorry about that. Do some cultural awareness with the non-signers in the classroom. All papers, post them up around the room so the students can read everything before class and also use Google drive so the students can open up a Google Doc.

Then have a class with DAS services as well as VRI and at lab time they can work independently. So if we have a lecture with three different class sections, put them together for lecture only and then separate them out so they can work for lab time. So separating out lecture and lab depending on communication preferences and need.

I'm not really sure what this is. OK. We can do a video lecture and make that available for the students that miss class, or give them a chance to watch the video again repeatedly if they need to.

Encourage the students themselves to facilitate communication. You know, not an attitude or anything, but really make it. It's we're all working together to achieve the same goal. Did I do well?

>> Jess La Sala: That was great. Your one minute is up.

>> Audience Member: I went over a minute. Sorry about that.

>> Jess La Sala: All right, who else has the same scenario?

>> Audience Member: All right. Are we good? We also have scenario #2 the same one that was just discussed. I think it's easier to group all of them together that way.

I don't want to repeat all the answers that you guys had, so I will not repeat the ideas that you had previously. So we decided it might be a good idea to have different sections and have them designated based on the student's communication style.

We could emphasize multimodal access. We could have videos to support the presentation or even use an app. It was just mentioned that we could use Kahoot or different apps in the classroom so that everyone is able to participate.

We also could utilize TigerChat. In my class I have non-signers who are oral and I have signers. I have students who use ASL so they're able to use TigerChat to communicate with one another.

Also, you could request an interpreter or use the white boards. Just like a traditional whiteboard and write things, you could also use the digital whiteboards as well and you could utilize those through an app.

You could open a Google Doc. That way, everyone can read in real time. You could use an on-demand interpreter if you have something that comes up immediately or an emergency situation.

We also have software that has speech-to-text recognition. The same is mentioned in one of the other scenarios. We could use speech-to-text on the computer and I think Slack is another great app that we could use within the classroom.

Why not utilize co-teaching? Have two instructors in the classroom who are using different communication modalities. We could have a faculty member with a TA. We could have someone from the Rochester Post-doctoral Program (RPP). We can have someone from the NTID Faculty Fellowship (NFF) program. Teachers, assistants. You name it.

>> Jess La Sala: Thank you. OK. Thank you. OK. Who has scenario #1? We've got to be mindful on our time. So who's got scenario number one? Come on up.

>> Audience Member: Do you want me to take this one? I'll do this one.

>> Jess La Sala: OK. I think it might be better if we put you over here.

>> Audience Member: OK, hi. We're going to try our best to summarize what's on the board. The scenario doesn't seem realistic because with deafblind and captioning, that's not something that they can access, so I don't think it would happen in the first place as it's laid out in the scenario. But we did get into our discussion further and realized we don't want deafblind individuals to feel like all eyes are on them. They might even refuse services.

So we took the framework of that idea when talking with one another in our discussion. So oral students and students may be also unwilling to speak in front of their peers because they don't want, I don't know, the feeling of being watched and judged.

So we thought we can separate classrooms. I think another group already said that. To provide services instead of keeping everyone with different communication needs in one classroom. For deaf-blind individuals there is a range as well of what their needs might be, so we might talk with a consultant or consult with them to see what it is they need. Large print. They may need a CTV. What is it that they actually need?

So it's really important to do the research as much as possible to figure out what the individuals in the classroom, specifically in this case deaf-blind individuals might need to satisfy their needs.

We'll do an asynchronous communication in the classroom. Also, that might be a recommendation. The idea of one-size-fits-all isn't doable. So, again, making sure our PowerPoints or any overheads have big print captioning. Have that all done ahead of time. Even voiceovers for videos, things like that.

And also somebody suggested like pointing so that people can follow along where they are in the presentation and everyone's on the same page. I mean really just think outside the box to see what we can do to support everyone's needs in the classroom.

We can use digital options. There are options in myCourses. We can take advantage of that functionality. A digital whiteboard as well. So the biggest issue is who makes those decisions on what the needs are in the classroom. In some scenarios where the faculty actually says no, I don't want interpreting services in my classroom. I don't want anybody watching how my communication usage is. All those details. Sometimes that is something that's not welcome.

If you have somebody that's a deaf, ASL user, or somebody that's more of an English user, putting them with the appropriate professor to fit their mode of communication without judgment. And sometimes there may be an ASL student who has a deaf family and the deaf family has a preference of what type of support service is offered. So we need to consider who's making that decision.

>> Audience Member: I also want to clarify something that comes up in the classroom sometimes. They do work with faculty and students. They work together to make decisions on what is equitable to fit the most needs and making those decisions where that lies. What's prioritized? How do we figure out the different levels of need? So that is a sticky thing to figure out.

>> Jess La Sala: This is Jess. Your time is up. We were going to be sharing all of the details with everyone. And thank you. Thanks.

>> Audience Member: Thank you.

>> Jess La Sala: All right. Who else had scenario #1? Why don't you come on up right now? We should have had scenario number one. Number one, does anybody have scenario #1?

Firoza is saying there was only nine groups, so it's possible that there was only one group that discussed scenario # 1. So let's move on to scenario #3. We have limited time, so let's make this quick. Try not to repeat anything any of the other groups said.

>> Audience Member: OK. We won't repeat. Should I start? Really, the bottom line is we need to consider, you know, yes, technology is important to have in the classroom, but then there might be more problems that come up with that technology. You know, we have to have an English level for example, maybe we use a Google Doc. Then everybody can join that and have feedback sessions there. But some, not everybody has the same English skills.

So there might be a lack of emotional response or someone might get upset by what they read, but maybe they misread it. I think a solution is bringing in more technology, but could just add to more problems. And I think that might divide the students even more. That's going to inhibit a human connection. We want to be able to understand one another and each other. We want to be able to have empathy in the classroom, and by utilizing more and more technology, that's not going to happen.

>> Audience Member: OK, so we talked about this at our table. And you know, we're touching on just the tip of the iceberg, really. There's so many more issues and a community care approach.

That community approach. We got, we're hoping maybe to change our minds. I think maybe we're even asking the wrong question. It's more of a systemic issue. And these ideas are just band aids. You know, if they're going to fall off and then we're going to end up in more trouble than we have right now. So, really, we need to look at it systemically. What has worked historically? What do we need to continue doing? I think that's where the conversation should lie.

There's a book on tyranny and it has a listing on different approaches for political systems and others. So do not obey. Move ahead. So instead of reacting, as we have been shifting and ask the right questions and be proactive instead of reactive.

So I think maybe systemically we need to shift our focus and just dismantle what's been. Come up with a new approach, something different.

>> Jess La Sala: Thank you so much for that. I really appreciate your commentary. Yeah, you were, right. Great it's already 12:00. Is everybody OK moving on or, or continuing on?

Let's go ahead with number 4. Well, let's just make sure that we can quickly discuss each scenario. So Group 4, come on up.

>> Audience Member: We're going to talk about facilitating a science lab for the next hour. Here we go. OK. So, good morning. It's nice to see all of you. This has been a wonderful discussion. I don't want to repeat what other groups have mentioned, but we do have similar commentary. We do have two things that came up that were a little bit different.

We're not supposed to talk about interpreting, but one thing you have to consider is what's happening in Europe. There's a European model that is used and they call that

allowance. Meaning if there's a deaf person, you give them X number of access services.

You know, services for the for the month and how they utilize that, how they use that service is up to them. They get to make that decision. So that is one model that we could investigate a little bit more and follow the European model. The second one. We want to propose setting up a new position Associate Dean of Access Communication. That is someone that could oversee all of the communication within the system.

And then one more thing I did want to quickly mention. In academics, there's academic language and how do we interpret that? How do we talk about that? What does it actually mean? You know, during a lab and thinking about working with students in a science lab, there's certain language that happens there. And hopefully that's not a repetition, but I think that we need to incorporate being able to make sure that the students are aware of that.

A sign name on the chest. The chest is a sign name that they use. Like someone as an A on the chest.

>> Jess La Sala: Thank you. That means a lot. I appreciate that. Anybody in Group 5? Are we good? You want? Are you ready?

>> Audience Member: Because of all the light let's come over here. OK. Whew. Is that better? OK. Everybody can see me? Nope. Move. Move. Back. OK. So I think everybody, you know, we've met all the expectations.

I'm still trying to figure out who it might be. Same with this discussion, right. Everybody has a different opinion on where I'm standing, where I speak, so I can be viewed. It's the same idea with this whole discussion, but our decisions may cause harm in the future is how we feel, for example.

You know, we have 10 students. Two are oral and 8 are strong signers. So is SimCom an answer? Who's going to be harmed least in that situation? So by SimComing I'm speaking more instead of signing I harm those students that are signers.

So our goal is to cause the least amount of harm by our decisions. Are they visual? Is it communication-related? Are we flipping the classroom? Are we using tech? Really, the goal is to harm least. And how? How are we reframing the idea of causing harm? It's a community-level concept, meaning our classrooms become a community.

And as a community, we must come to agreements regarding communication, how to support one another. And that includes the students as well. We cannot solve a systemic problem. Yeah. We can get interpreters here and there, but the whole thing sucks, to be honest. And how can we establish a community? And the community means that harm is replaced with care and that's kind of our overall.

>> Jess La Sala: Great. Thank you so much. Thank you so much was there something else that you wanted to mention?

>> Audience Member: Co-teaching, which was already mentioned.

>> Jess La Sala: Yeah, we're going to wrap it up. We'll just let there be one comment.

>> Audience Member: I just, can you see me now? All right, you know we're talking about co-teachers, having two teachers in the classroom so we can separate into small groups and focus on the communication needs.

As well to help in the lab, a lab assistant programming as well prior to what we do in the classroom, knowing the materials, somebody that's there that can also help and show and guide the students as well.

So we thought about changing the class setup as well. So if I have a three-hour class, maybe one hour is a lab. One hour of instruction and one hour of separating the classroom to figure out what it is the students need and where we can focus.

>> Jess La Sala: Thank you so much. OK, I have one more thing to show you. So the next session, session #3, is going to be held on April 4th from 11:00 to 12:00. So we will see you in April and watch for our posting of the notes from this session.

Thank you so much for coming and all of the great brainstorming that you were able to do this morning with one. Please put your tables back where they need to go.