



**Sherry Shaw, EdD, CSC**  
**Interpreter Education Consultants, LLC**  
Co-Owner, Consultant  
iec.sherry.shaw@gmail.com  
+1 (904) 200-7221

### **Professional Summary**

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35+ years of experience in post-secondary interpreter education at two universities; developed undergraduate and graduate courses and programs according to national standards; coordinated Self Study Review, accreditation process, and biennial reporting with Commission on Collegiate Interpreter Education (CCIE); coordinated articulation agreements with two- and four-year programs; served multiple terms as a CCIE Commissioner, Vice President, and Accreditation Team Leader; planned and delivered online, hybrid, and traditional courses; received Quality Matters endorsement for online courses, led and co-led ten study abroad opportunities for students; served as President of research association; developed specialties in interpreting for people who are DeafBlind and Holocaust literacy for interpreters

### **Skills**

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Distance and hybrid delivery	Articulation 2 + 2 models
Qualitative/Mixed Methods design	Accreditation readiness assessment
Doctoral program mentoring	Self-Study Review (SSR) organization
Academic writing and editing	Flipped classroom design
Program planning, assessment, and review	Experiential learning
Admission testing	Leadership and civic responsibility

### **Experience**

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2023-present	Professor Emerita, University of North Florida
2023-2024	Fulbright Specialist to Carinthia University of Applied Sciences, Austria
2007-2022	Undergraduate and Graduate Faculty of ASL/English Interpreting Program Director (2007-2018), Tenured Professor (2013) University of North Florida, USA
1978-present	Private contract ASL/English interpreter <i>Comprehensive Skills Certificate</i> (national certification), 1982

1989-2007 Faculty (1989-2004)/Program Director (2004-2007)  
Undergraduate and Graduate Faculty, Interpreter Education  
Associate Professor (with tenure, 2007)

### **Certification & Licensure**

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1982-present Comprehensive Skills Certificate (CSC)  
Registry of Interpreters for the Deaf, Inc.

1978-1990 Teacher Licensure, Oklahoma State Department of Education

### **Education**

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2001 Doctorate of Education, University of Memphis (TN, US)  
Program of Study: Instruction and Curriculum Leadership

1981 Master of Education, University of Central Oklahoma  
Program of Study: General Special Education

1978 Bachelor of Science, University of Central Oklahoma  
Program of Study: Learning Disabilities

### **Publications**

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#### **Books**

Roberson, L., & Shaw, S. (Eds.). (2018). *Signed language interpreting in the 21<sup>st</sup> century: Foundations and practice*. Gallaudet University Press.

Shaw, S. (2013). *Service-learning in interpreter education: Strategies for extending student involvement in the Deaf community*. Gallaudet University Press [Vol. 6, Interpreter Education Series].

#### **Book Chapters**

Shaw, S. (2018). Aptitude and disposition: Learned vs. nurtured characteristics of student interpreters. In L. Roberson & S. Shaw (Eds.). *Signed language interpreting in the 21<sup>st</sup> century: Foundations and practice*. Gallaudet University Press.

Shaw, S. (2018). Interpreting for people who are DeafBlind. In L. Roberson & S. Shaw (Eds.). *Signed language interpreting in the 21<sup>st</sup> century: Foundations and practice*. Gallaudet University Press.

#### **Peer-Reviewed Journal Articles**

Craw, C., & Shaw, S. (2007). Social support systems of sign language interpretation students. *Journal of Interpretation*, 69-97.

Roberson, L., & Shaw, S. (2024). Signed language interpreter education programs in North America: A Descriptive Study, *Journal of Interpretation*, 32(1), Article 2.  
<https://digitalcommons.unf.edu/joi/vol32/iss1/2>

- Shaw, S. (2014). Preparing interpreting students to be allies in the Deaf community. *The Interpreters' Newsletter*, 19, 1-11. <https://doi.org/10.13137/1591-4127/10646>
- Shaw, S. (2011). Cognitive and motivational contributors to aptitude: A study of spoken and signed language interpreting students. *Aptitude for Interpreting: Special Issue of Interpreting: International Journal of Research and Practice in Interpreting*, 13(1), 70-84.
- Shaw, S. (2006). Launching international collaboration for interpretation research. *Sign Language Studies*, 6(4), 438-453.
- Shaw, S. (2005). Grandparent involvement in the communication development of children who are deafblind. *Educational Gerontology*, 31(1), 51-71.
- Shaw, S., Grbić, N., & Franklin, K. (2004). Applying language skills to interpretation: Student perspectives from signed and spoken language programs. *Interpreting: International Journal of Research and Practice in Interpreting*, 6(1), 69-100.
- Shaw, S., & Halley, M. (2021). *Service learning during the COVID-19 pandemic: A model of temporal, spatial, and cultural adaptability*, *Journal of Interpretation*, 29(1), Article 3. <https://digitalcommons.unf.edu/joi/vol29/iss1/3/>
- Shaw, S., & Hughes, G. (2006). Essential characteristics of sign language interpretation students: Perspectives of students and faculty. *Interpreting: International Journal of Research and Practice in Interpreting*, 8(2), 195-221.
- Shaw, S., Jacobowitz, E. L., & Himmelreich, K. (2021). Impact of study abroad to Nazi concentration camps: Perceptions of interpreting students on identity-building. *Journal of Interpretation*, 29(1), Article 8. <https://digitalcommons.unf.edu/cgi/viewcontent.cgi?article=1125&context=joi>
- Shaw, S., & Jolley, C. (2007). Assessment of service-learning in the deaf-blind community. *Journal of Experiential Education*, 30(2), 134-152. <https://doi.org/10.1177/105382590703000204>
- Shaw, S., & Roberson, L. (2013). Social connectedness of Deaf retirees. *Educational Gerontology*. <https://doi.org/10.1080/03601277.2012.734165>
- Shaw, S., & Roberson, L. (2009). Service-learning: Re-centering the Deaf community in interpreter education. *American Annals of the Deaf*, 154(3), 277-283.
- Stauffer, L., & Shaw, S. (2006). Personality characteristics for success in interpreting courses: Perceptions of spoken and sign language interpretation students. *Journal of Interpretation*, 11-24.
- Walker, J., & Shaw, S. (2011). Interpreter preparedness for specialized settings. *Journal of Interpretation*, 80-92.
- Wessling, D. M., & Shaw, S. (2014). Emotional extremes of video relay service interpreters. *Journal of Interpretation*, 23(1), Article 6. <http://digitalcommons.unf.edu/joi/vol23/iss1/6/>

## Proceedings

- Shaw, S., Timarová, Š., & Salaets, H. (2008). Measurement of cognitive and personality traits in determining aptitude of spoken and signed language interpreting students. In L. Roberson & S. Shaw (Eds.), *Proceedings of the 17th National Convention of the Conference of Interpreter Trainers: Putting the Pieces Together: A Collaborative Approach to Educational Excellence*, pp. 91-109.
- Shaw, S. (2002). Grandparent involvement in the communication development of children who are deaf-blind. In S. Hallinan (Ed.), *Proceedings of the Sixth National Deaf-Blind Conference of Australia*, 176-187.
- Shaw, S. (2000). Increasing services to children who are deafblind in southeast Arkansas: A strategic model for identifying cultural influences. In J. Lemke (Ed.), *Proceedings of the American Council of Rural Special Education*, 113-119.

## Teaching

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### Courses Taught at University of North Florida (32 courses developed and taught)

#### Undergraduate (16)

English and ASL Sight Translation	Research in Interpreting
Interpreting Theory and Process	Special Topics in Interpreting Assessment
Interpreting Process & Skill Development I	Preparation: Performance
Interpreting Process & Skill Development II	Interpreting Skills Lab
Advanced Interpreting Process & Skill Development I	Interpreting for Diverse Populations
Advanced Interpreting Process & Skill Development II	Service Learning in the Deaf Community
Ethical Decision-Making for Interpreters	Service Learning with Deaf Children
	Interpreting for Persons who are DeafBlind
	Internship

#### Graduate (16)

Performance Assessment	Holocaust Studies for Interpreters
Teaching Translation	Advanced Interpreting Process & Skill Development II
DeafBlind Interpreting	Service Learning in the Deaf Community
Interpreting in Healthcare Settings	Internship, Internship I, Internship II
Interpreting for Diverse Populations	Interpreting Process & Skill Development II
Applied Research in Interpreting	Curriculum Development and Revision
Special Topics in Interpreting	

### Courses Taught at University of Arkansas at Little Rock (1989-2007)

16 courses taught (revised 13, developed 3)

#### Undergraduate

American Sign Language I, II, III, IV	Advanced Transliterating
Sign to Voice Interpreting	Intermediate Interpreting

Introduction to Interpreting  
 Interpretation Theory and Process  
 Voice to Sign Interpreting  
 Fingerspelling  
 Independent Study: Undergraduate Research

Introduction to Deafblindness (in  
 collaboration with Utah State University)  
 Communication Development for Children  
 who are Deafblind (in collaboration with  
 Utah State University)

#### Graduate

Introduction to Children with Low Incidence  
 Disabilities, Including Deafblindness

Communicating with Persons who are Deaf-  
 Blind (taught at University of  
 Massachusetts-Boston)

### **Professional Service**

2020-present	National Technical Institute for the Deaf, Advisory Council
2020-present	Mid-South Educational Research Association, Research Mentor
2020-present	Mid-South Educational Research Foundation, Board Member
2023-2024	Mid-South Educational Research Association, President
2022-2023	Mid-South Educational Research Association, Vice Pres., Pres.-Elect
2013-2022	Florida and Virgin Islands Deaf-Blind Collaborative, Board Member
2009-2022	<i>Journal of Community Engagement and Scholarship</i> , Review Board
2020-2021	Mid-South Educational Research Association Florida Director
2015-2018	Commission on Collegiate Interpreter Education, Vice President
2014-2020	Commission on Collegiate Interpreter Education, Commissioner
2010-2017	<i>Journal of Interpretation</i> , Co-Editor
2013	Gallaudet University Press, Book Manuscript Reviewer

### **Affiliations**

Registry of Interpreters for the Deaf	Mid-South Educational Research Assoc.
Conference of Interpreter Trainers	Florida DeafBlind Association

### **Honors & Awards**

2022	Professor Emerita, University of North Florida
2013	<i>Outstanding Graduate Teaching Award</i> , University of North Florida
2012	UNF, <i>Certified Online Instructor</i> (certificate of training completion)
2011-2013	Oscar Muñoz Presidential Professorship, Recipient University of North Florida
2004	<i>Faculty Excellence Award in Teaching</i> University of Arkansas Little Rock
2002	Faculty Intern to University of Graz, Austria

### **Selected Presentations**

2023 *Exploring the Impact of Holocaust Literacy on Signed Language Interpreters*  
 Presented with Dr. E. Lynn Jacobowitz  
 European Forum of Sign Language Interpreters, September, 2023  
 Thessaloniki, Greece

- 2022 *Connecting interpreter education to Holocaust literacy research: Impact of study abroad to Nazi concentration camps on student interpreters.*  
Co-presenter with Dr. E. Lynn Jacobowitz  
Conference of Interpreter Trainers/King of Prussia, PA
- 2021 *Community connections: Service learning during the COVID-19 pandemic*  
Co-Presenter: Mid-South Educational Research Association/New Orleans, LA
- 2020 *Impact of Themed Study Abroad to Nazi Concentration Camps: Perceptions of Interpreting Students on Identity-Building*  
Presenter: Mid-South Educational Research Association/Virtual Conference
- 2019 *Applying features of working memory to the interpreting process and everyday life*  
Distinguished Presenter: University of Arkansas Little Rock
- Hub and spokes model of communication impact: Results from a participant-observer ethnography of people who are deaf with disabilities*  
Presenter: Poster Session at the International Deaf Plus Conference/Linz, Austria
- 2018 *Authentic simulation for collaboratively preparing student nurses and American Sign Language interpreting students*  
Co-Presenter (Dr. Linda Connelly) International Nursing Association for Clinical Simulation and Learning Conference/Toronto, Canada
- 2018 *Building alliances with the Deaf community through service learning*  
Co-presenter (Dr. Eileen Forestal) Region IV, Registry of Interpreters for the Deaf Albuquerque, NM
- 2015 *Applying features of working memory to the interpreting process and everyday life*  
Presenter: European Forum of Sign Language Interpreters/Warsaw, Poland
- 2014 *Breaking the Mold of Tokenism in Interpreter and Deaf Community Alliance*  
Co-presenter (Dr. Eileen Forestal) Conference of Interpreter Trainers/Portland, OR
- 2013 *Readiness criteria for interpreting skill acquisition: Case study of private postsecondary interpreter education*  
Presenter: Mid-South Educational Research Association/Pensacola, FL
- 2013 *Interacting in clinical settings with patients who are Deaf-Blind*  
Co-presenter (Carolyn Jolley): Institute of Sensory and Language Neurology, Health Centre for the Deaf/Linz, Austria
- 2013 *Social connectedness: Generational impact*  
Co-Presenter (Dr. Len Roberson): Jones Memorial Lecture Series, University of Alberta Edmonton, Alberta, Canada
- 2012 *Distance learning in interpreter education: Design, integration, & delivery*  
Co-Presenter (Dr. Len Roberson): European Forum of Sign Language Interpreters,

Trainers Seminar on Sign Language Interpreter Training/Graz, Austria

- 2012 *Trust and responsibility in the Deaf community: The role of community based learning in preparing interpreters*  
Plenary Presenter: Association of Sign Language Interpreters/Bristol, UK
- 2010 *Assessment, standards, and program accreditation: Linking national standards and interpreter education*  
Co-Presenter (Dr. Len Roberson): Conference of Interpreter Trainers/San Antonio, TX
- 2010 *Role of service-learning: Re-centering Deaf stakeholders in interpreter education*  
Lead Presenter: Gulf-South Summit on Service-Learning and Community Engagement/Athens, GA
- 2009 *Cognitive and motivational contributors to aptitude: A study of spoken and signed language interpreting students*  
Presenter: International conference on Aptitude for Interpreting. Towards Reliable Admission Testing/Antwerp, Belgium
- 2008 *Measurement of cognitive and personality Traits in Determining Aptitude of Spoken and Signed Language Interpreting Students*  
Co-Presenter: Conference of Interpreter Trainers/San Juan, Puerto Rico
- 2006 *Essential characteristics of interpretation students*  
Co-Presenter: American Educational Research Association/San Francisco, CA
- 2005 *Research model for identifying essential characteristics of interpretation students*  
Presenter: International Conference on Translating and Interpreting as a Social Practice/Graz, Austria
- 2002 *Grandparent involvement in communication development of children who are deafblind*  
Presenter: 6<sup>th</sup> National Deaf-Blind Conference/Sydney, Australia