

Sarah Hafer
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Education:

- 2018 Master's of Art in Interpreting Studies, Western Oregon University
- 2008 Post-B.A. courses in Linguistics and Psychology, University of California, Davis (12 credits)
- 2005 Linguistics, University of Oregon, Eugene (17 credits toward M.A.)
- 2004 B.A. Hons., Linguistics, University of New Mexico, Albuquerque
Concentration: Signed Language Studies
Thesis: American Sign Language Metaphor Acquisition in Deaf Preschoolers
Minor: Teaching English to Speakers of Other Language

Skills and Qualifications:

- Interpreting: Certified Deaf Interpreter (certified in 2012 & currently active)
 - American Sign Language
 - Signed English
 - Tactile (DeafBlind)
 - Text-ASL/ASL-text (including through speech-text dictation software)
 - Music
 - Platform
 - Medical
 - Mental Health
 - Children
 - Gesturing
- Researching and teaching
- Public speaking
- Microsoft Office (Word, PowerPoint, Excel)
- Google Docs (Document, Presentation, Spreadsheet)
- Apple Office Programs (Pages, Keynote, Number)
- Final Cut Pro (Apple film editing software)
- California Basic Educational Skills Test Certificate (CBEST)
- Washington's Initial Level Career Tech Educator certificate (CTE-expired/renewable)
- Collecting and assessing data
- Coordinating and leading projects
- Mentoring
- Resourceful and problem solving

Samples of Press Conference Interpreting Work

<https://www.facebook.com/OregonHealthAuthority/videos/596609570993078>

<https://www.facebook.com/16936308619/videos/335200204177263>

<https://www.facebook.com/koin6/videos/313562303029349>

Employment

Freelance Certified Deaf Interpreter (CDI): 02/2012 - current
Various settings (see above)

Program Specialist II (Project Manager): 2019

Full-time

Office of the Deaf and Hard of Hearing Services

State of Texas

The Program Coordination Specialist is hired by, and reports to the Office of Deaf and Hard of Hearing Services (ODHHS) Director and performs moderately complex (journey-level) consultative services and technical assistance work. Work is performed with limited supervision, while exercising initiative and independent judgment. Duties include: establishing program goals and objectives; developing program guidelines, procedures, and policies; developing schedules and priorities; evaluating program activities; developing budget requests to achieve program goals; and providing consultative and technical services to agency program staff, other governmental agencies, public/private community organizations, contracted service providers, consumers and the general public. Provides training when required to meet program and/or project objectives. Work involves planning, developing, scheduling, and implementing various service projects and providing consultative services and technical assistance to program staff, governmental agencies, community organizations, and the general public.

Performs other duties as assigned to maintain department operations.

Interpreter Scheduler: 2018 - 2019

Full-time

Convo Relay Communications

ASL Teacher: 09/2014-06/2015

Full-time

Battle Ground High School

Battle Ground Public Schools, Washington

Courses: American Sign Language I, II

Adjunct Faculty: 06/2014-8/2014

Portland Community College, Portland, OR

Courses: American Sign Language II

These courses provide pedagogical instruction in learning American Sign Language, including introduction to deaf cultural studies.

Adjunct Faculty: 01/2008-12/2009

American River College, Sacramento, CA

Courses: Introduction to American Sign Language Linguistics

Adjunct Faculty: 08/2007-05/2009
Berkeley City College, Berkeley, CA
Courses: Introduction to American Sign Language Linguistics

These courses introduce students to linguistics principles of signed languages of the Deaf and include data analysis and discussion of theoretical controversies in this field

Faculty: 08/2005-06/2007
Part-time
Chemeketa Community College, Salem, OR
Courses: American Sign Language I, II, III

Part-time Faculty: 01/1998-12/1999
Front Range Community College, Boulder, CO
Courses: American Sign Language I, II, III

These courses provide pedagogical instruction in learning American Sign Language, including introduction to deaf cultural studies.

American Sign Language Support Aide: 08/2000-04/2002
Albuquerque Public Schools, Albuquerque, New Mexico
Grades: Kindergarten through fifth grades

ASL support aide job also included the responsibility to participate in the school's ASL/English bilingual education curriculum development. Other responsibilities covered designing lesson plans and activities to cater towards deaf students' ASL development needs for three ASL-based classrooms.

Experience: Research

Independent Contractor: 10/2016-5/2017
Independent contract basis
University of Colorado, Boulder
Language Development Lab, Brenda Schick, Ph.D. Director
Responsibilities and duties consisted of collecting data from young Deaf children in elementary school from Deaf schools and programs that have participated in Schick's Fingerspelling study across the nation. Managed and coordinated schedules for testing the participants and communicating with the principal investigator, teachers, teacher aides, principals, front office employees and other staff. Arranged travel plans and booked places for lodging.

Research Specialist: 06/2007-10/2011
Full-time
University of California, Davis
Cognitive Neuro-Linguistics Lab, David P. Corina, Ph.D. Director
American Sign Language lexical database construction and management, mentored new research specialists, collaboration with lab-members to devise and develop experimental stimuli for experimental paradigms, filmed and edited stimulus videos using Final Cut Pro, subject recruitment and organize and manage off-site data collection trips.

Research Assistant: 8/2004-8/2005
10 hours weekly
University of Oregon, Eugene, OR
Cognitive Neuroscience Lab, Helen Neville, Ph.D. Director
Developed stimuli for ASL experiments, produced American Sign Language instruction videos for the fMRI laboratory studies, recruited subjects, construction and maintenance of subject database and responses.

Research Assistant: 4/2000-8/2000

20 hours weekly

University of New Mexico, Albuquerque, NM

Psycholinguistics Laboratory, Jill Morford, Ph.D. Director

Recruited participants for experiments, organized off-site data collection trips, Analyzed and processed subject data. Database construction and management.

Research Assistant: 8/1997-8/1999

10 hours weekly (1997-1998), 20 hours weekly (1998-1999)

University of Colorado, Boulder

Language Development Lab, Brenda Schick, Ph.D. Director

Interviewed parents of deaf participants (ages 5-8), processing, analysis and interpretation of videotaped data, data scoring, entry and management.

Other Related Experiences:

Outreach Specialist: 2011-2012

Full-time

Communication Service for the Deaf

Camp Director: 2006

Camp Talooli, Stayton, OR

My responsibilities consisted of coordinating everything from the campers' applications to making sure camp staff are in place and doing their jobs. Overseeing and monitoring the camp budget was part of the responsibility as well as quality of food and food menu. I was also the person of contact for campers' parents or guardians for any communication, questions or concerns. I was also to maintain communication with the caretakers of the property. On every morning it was my duty to greet all campers and staff when we convened at the U.S. flagstaff and did announcements as well as brief discussions. I made sure everything was operating as expected.

Presentations/Workshops:

The Foundation of Check-In and Language Accommodation, *4J School District*, Eugene, OR. Co-presented with Robin Shannon. 2018

Platform Interpreting: Braving the Spotlight Together, *DI-DPI-HI Conference*, Wimberley, TX. Co-presented with Halene Anderson. 2018

Recognizing Your Place in the Deaf Community (keynote), *Washington State Registry of Interpreters for the Deaf State Conference*, Richland, WA. 2017

Transitive & Intransitive Verbs in American Sign Language and English, *Washington State Registry of Interpreters for the Deaf State Conference*, Richland, WA. 2017

Being True Allies & Advocates (keynote), *Idaho Association of the Deaf Statewide Conference*, Coeur d' Alene, ID. 2017

Lexical and Conceptual Semantics, *Registry of Interpreters for the Deaf Lead Conference*, Salt Lake City, UT. 2017

Recognizing Your Place in the Deaf Community, *Street Leverage Live Conference 2017*, St. Paul, MN. 2017

American Sign Language Syntax, *Washington School for the Deaf*, Vancouver, WA. 2016

Acquisition of American Sign Language Metaphor in Deaf Preschoolers, *State of Washington*, Vancouver, WA. 2015

Acquisition of American Sign Language Metaphor in Deaf Preschoolers, *Washington School for the Deaf*, Vancouver, WA. 2015

Transitive and Intransitive Verbs in ASL, *Sacramento's Registry of Interpreters for the Deaf chapter*, Sacramento, CA. Nov. 2010

Cognitive Neuroscience and Sign Language: How is it done? Co-presented with David Corina. *It Takes a Village Conference, CAL-ED*, Sacramento, CA. March 2010

Gesture to Iconic Lexicalized Sign Model: A Possible Assessment Tool, *International Deaf Academics*, Washington, D.C. 2004

Acquisition of American Sign Language Metaphor in Deaf Preschoolers, *International Linguistics Colloquium*, Harvard University, Cambridge, Mass. 2004

Acquisition of American Sign Language Metaphor in Deaf Preschoolers, *ASL Specialists Conference*, Metro Deaf School, Minnesota. 2004

Acquisition of American Sign Language Metaphor in Deaf Preschoolers, *Ernest C. Drury School for the Deaf*, Ontario, Canada. 2004

Acquisition of American Sign Language Metaphor in Deaf Preschoolers, *Deaf Studies Today!*, Utah 2003

American Sign Language as a Written Language, *Deaf Education Symposium*, Colorado. Co-presented with Flood et al. 2002

Poster Presentations:

Gutierrez, E., Williams, D., Hafer, S., and Corina, D. Electrophysiological Evidence for Fused Phonological and Semantic Representations in American Sign Language (ASL). Poster presented at *Neurobiology of Language Conference*, San Diego, CA. Nov. 2010

Corina, D., Welch, K., & Hafer, S. Phonological Awareness in American Sign Language. Poster presented at *NSF Site Visit*, Visual Language & Visual Learning Center, Gallaudet University, Washington, D.C. May 2009

Deaf Neuroethics: When Neuroscience Research Goals and Community Values Collide. Poster presented at *Society of Neuroscience*, Washington, D.C. Nov. 2008

On-line Survey for Collection of American Sign Language Norms. Poster presented at *First Annual iSLC Student/Postdoc Conference*, Pittsburgh. Feb. 2008

Publications:

Cates, Deborah et al. (2013) 'Location, Location, Location'. *Sign Language Studies* 13.4:

433-461. Web. 10 Apr. 2015.

Corina, D. P., S. Hafer, and K. Welch. (2014) 'Phonological Awareness For American Sign Language'. *Journal of Deaf Studies and Deaf Education* 19.4: 530-545. Web.

Hafer, S. (2014) California Department of Motor Vehicles American Sign Language Video Handbook. WWW.dmv.ca.gov

Traxler, Matthew J. et al. (2013) 'Deaf Readers' Response To Syntactic Complexity: Evidence From Self-Paced Reading'. *Memory & Cognition* 42.1: 97-111. Web.

Hafer, S. (2013, September 20). Public Health Produces Video for Hearing Impaired. *SACCOUNTYNEWS*. Retrieved September 27th, 2013 from <http://www.saccounty.net>

Grosvald, Michael et al. (2012) 'Dissociating Linguistic And Non-Linguistic Gesture Processing: Electrophysiological Evidence From American Sign Language'. *Brain and Language* 121.1: 12-24. Web.

Corina, D. & Hafer, S. (2010) Mirror Neuron System and American Sign Language. *Deaf Studies Digital Journal*. <http://DSDJ.gallaudet.edu>

Reviews:

Wilcox, S. & Hafer, S. (2004). Rethinking Classifiers. Book review of Perspectives on classifier constructions in sign languages, Emmorey, K. (Ed.) *Journal of Deaf Studies and Deaf Education*, 9(3), 362-3.

Professional Contributions/Services:

Registry for Interpreters of the Deaf, Inc. Deaf Caucus Region V Representative. 2015-2017

Registry for Interpreters of the Deaf, Inc. Philosophy, Mission, Goals, Diversity Statement & Strategic Priorities review committee member. 2014

Registry for Interpreters of the Deaf, Inc. National Conference panel member (two panels). New Orleans, Louisiana. August 2014

Conference for Interpreter Trainers. Co-editor for Conference Proceedings. 2014

Certified Deaf Interpreter interpreting services (paid and volunteer), certified with Registry for Interpreters of the Deaf. Self-employed as a freelance interpreter. 02/05/2012-Current

American Sign Language consultation and signing skills evaluation. National University, Deaf Education online program. Consultant: 2011

American Sign Language mentoring services. Folsom Cordova School District. Consultant, 2011

Lexical Pairs and Fun Facts workshop, *Sacramento's Registry of Interpreters for the Deaf chapter*, Sacramento, CA. Presenter, July 2010

Newborn Hearing Screen Program, California's Department of Education, online collaboration.

Consultant, 2009-2010

American Sign Language translating. Registry of Interpreters for the Deaf, Sacramento Valley chapter. Consultant, 2007-2014

Professional Development:

Event-Related Potential boot camp, Center for Mind and Brain, University of California at Davis. July 2008

Awards and Honors:

Honor: Honors in undergraduate work with a completed senior thesis at the University of New Mexico. May 2004

Honor: Elected as one of the two most outstanding undergraduate linguistics students for 2003-2004, honored and recognized by the Linguistics Dept., University of New Mexico. May 2004

Languages:

- American Sign Language, native language, 4 generations
- English (written), second language
- Spanish (written), minimal skills

Past and Current Memberships:

- Linguistic Society of America
- Registry of Interpreters for the Deaf
- National Association of the Deaf
- Deaf Interpreter Listserve
- International Deaf Academics Listserve
- Conference of Interpreter Trainers
- Washington State RID Chapter
- Oregon State RID Chapter