

# NOMINATION SIGNATURE PAGE

2024 Virginia Outstanding Faculty Awards

Nominations must include this as the cover page of the nomination package PDF submission

Name of Applicant:	Carrie Humphrey
Institution:	J. Sargeant Reynolds Community College
Category (choose only one): <ul style="list-style-type: none"><li>• Baccalaureate Institution</li><li>• Masters/Comprehensive Institution</li><li>• Research/Doctoral Institution</li><li>• Two-Year Institution</li><li>• Rising Star</li></ul>	<ul style="list-style-type: none"><li>• Two-Year Institution</li></ul>
Signature of President or Chief Academic Officer:	
Printed Name of President or Chief Academic Officer:	Dr. Lori Dwyer, Chief Academic Officer
E-mail address of President or Chief Academic Officer:-	<a href="mailto:ldwyer@reynolds.edu">ldwyer@reynolds.edu</a>
Telephone number of President or Chief Academic Officer:	804-523-5522

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We value our people and embrace the responsibility to serve all students and create a sense of belonging.

We value our community and work in partnership to address economic inequities and contribute to a diverse and skilled workforce.

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## **SUMMARY OF ACCOMPLISHMENTS**

Carrie Humphrey has taught at J. Sargeant Reynolds Community College since 2016 and has excelled at several additional leadership roles since becoming a full-time faculty member in 2018. Mrs. Humphrey has been serving on the Curriculum Committee for several years and is starting another term as chair of the committee. Most recently, she accepted an interim position as Assistant Dean while maintaining her teaching load during a transition in leadership of the School of Humanities and Social Sciences. She began her work as an American Sign Language (ASL)/English interpreter in Virginia and has been a state-wide leader in the profession for over 15 years. As an interpreter educator, she continually advocates for both training novice interpreters and continuing education for practitioners. As program head for the ASL and Interpreter Education program (ASL&IE), she continues to develop and support partnerships among the College, State Agencies, and industry to strengthen student skill development as they prepare to enter the interpreting profession.

## **TEACHING**

Professor Humphrey approaches teaching and curriculum development with a focus on accessibility through online and virtual course modalities, OER course development, and diversity of language models by including members of the Deaf community who bring a wide range of experiences and cultures. Her courses include hands-on learning activities and games to engage students in active learning while challenging their skill levels.

- To increase access to ASL courses across the commonwealth, Professor Humphrey led the development of online American Sign Language (ASL) course modality, enabling the ASL Career Studies Certificate and the Liberal Arts, ASL/Deaf Studies AS degree to become part of the OVN network.
  - In 2023, Special Education Directors across the Commonwealth were advised of the online ASL CSC opportunity for their special education instructors who work with Deaf and hard of hearing students. This increased language access opportunity works to address the frequency and impact of language deprivation.
- Recognizing the financial impact of textbooks on student access, Professor Humphrey led OER teams for ASL 125: History and Culture of the US Deaf community and ASL 220: Comparative Linguistics courses. She also created OER materials and measured outcomes through a VIVA grant for ASL 202: Intermediate ASL II with ASL faculty and a new Support Service Provider course in partnership with the Virginia Department for the Deaf and Hard of Hearing (VDDHH) and the Department for the Blind and Visually Impaired (DBVI).
  - These course redesigns and the OER content development included knowledge and skills gained from training on trauma informed campus and classrooms. Course activities and measurements were designed to include best practices in inclusive, supportive learning environments to support active learning based on Association of College and University Educators (ACUE) Effective Teaching Practices and Effective Online Teaching Practices.
  - To promote fluency within language diversity and cultural awareness for ASL&IE program students, Professor Humphrey pursued and is using grant funds (Regional Educational Interpreter Professional Development Project, \$16,000) to hire language models from diverse socio-cultural backgrounds and coordinate language labs for students. She also coordinates regular ASL Game Nights

hosted at the college and invites ASL&IE students, Deaf community members, Deaf and hard of hearing students with their families from local school systems, ASL&IE graduates and professional interpreters. ASL Game Night connects course content to lived experiences for her students while also bringing increased awareness of Reynolds Community College to these communities.

- To address the graduation to credential gap of ASL interpreters seen across the country, Professor Humphrey has partnered Reynolds Community College with agencies and industry as a professional development workshop site. This has made it possible for students in the ASL/English Interpretation AAS program to attend professional development workshops at no cost, providing invaluable networking and training opportunities to interpreting students.

## DISCOVERY

While pursuing her Ph.D. in Translation and Interpretation, Professor Humphrey has completed both the pedagogy and research tracks of the program. In doing so, she joined research teams focused on interpreting process skills and consumer desired competencies. Her work includes publication submissions in journals and an edited book, as well as workshop presentations in the United States and Europe.

- Professor Humphrey's recent presentations include collaborations with other researchers and with local industry partners:
  - McDermid, C., Harding, A. and Humphrey, C. (2023) *Interpretation and the Explication Process*. [Conference Presentation] FEAST 2023 Conference. Bergen, Norway.
  - Hunt, D., Humphrey, C., Ortiz, R., and Lang, C. (2022) *Charting changes: A student panel of research from Gallaudet University's PhD in translation and interpreting studies program*. [Conference presentation]. Connecting Through Change, Conference of Interpreter Trainers. Prince of Prussia, PA. United States.
  - Humphrey, C. (2022) *Mentoring Roundtable* [Workshop Series]. Virginia Registry of Interpreters for the Deaf.
  - McDermid, C., Harding, A. and Humphrey, C. (2022) *How are target texts created? The impact of interpreting in rehabilitation settings*. [Conference Presentation] ADARA National Conference. Albuquerque, NM, United States.
  - Humphrey, C. (2020-2022) *DCS Case Conferencing* [Workshop Series]. Virginia Registry of Interpreters for the Deaf.
  - Humphrey, C. (2020) *Keeping it fresh: ASL conjunctions*. Reynolds Community College. Richmond, VA, United States.
  - Humphrey, C. (2019) *Cast Down Your Bucket: Mentoring*. Virginia RID. Richmond, VA, United States.
- The motivation behind pursuing her doctorate program has consistently been her students and the efficacy of the ASL&IE programs she leads. This same motivation drives Professor Humphrey to incorporate best practice of interpreter pedagogy in her courses and to bring together other interpreter educators to continually improve graduate outcomes.
- The 23-24 academic year starts Professor Humphrey's fourth year as a Mellon Research Mentor. This program rewards her with the opportunity to work one on one with a mentee for two semesters as that community college student embarks on an extended research project for the first time. Through this experience she is able to support the student's spark of inquiry that led them to research.

## **KNOWLEDGE INTEGRATION**

- ASL/English interpreter education has a single accrediting body: the Commission on Collegiate Interpreter Education. Across the country, there are fifteen (15) accredited Bachelor's Degree programs and only three (3) accredited Associate's Degrees. Professor Humphrey has started the process of systematic program evaluation and curriculum revision necessary to align the ASL/English Interpretation AAS program at Reynolds Community College with accreditation requirements. As program head, Professor Humphrey intends to pursue accreditation, thereby demonstrating the gold standard in interpreter education.
- While redesigning components of student internship in interpreter education, Professor Humphrey has worked with instructors across disciplines and schools within Reynolds Community College to create learning opportunities for students in the Interpretation program and other disciplines, including those in Health Professions, Communications, History, and English.
- Working with the Interdisciplinary Studies Department of VCU, Professor Humphrey developed a transfer pathway for ASL Career Studies and ASL/English Interpretation students. Graduates of both ASL&IE programs will need only 48 credits from VCU to graduate with a Four-year degree.
  - Two courses in the Interpretation pathway, internship and independent study, require students to return to Reynolds Community College ASL&IE program as mentors to the next interpreting cohorts. These students learn leadership and mentoring skills specific to the interpreting field, giving them an advantage beyond their typical AAS and BS graduating peers.
- Aware of the need to incorporate current practice and research in the classroom, Professor Humphrey uses a variety of media to bring real world examples into her courses as case studies on ethical practices for interpreters, fish bowl discussions of logistics and decision-making, and simulated work experiences.
- When TransferVA was working on ASL foreign language courses and ASL general electives, Professor Humphrey was a leader on the intercollegial team as a meeting coordinator and content writer.
- Reaching across institutions in the VCCS, Professor Humphrey coordinated a Sign Language Proficiency Interview (SLPI:ASL) training in January of 2022 which included instructors from Reynolds and Tidewater Community Colleges. The SLPI:ASL is an ASL fluency screening based on the principles of the American Council on the Teaching of Foreign Languages. The skills and knowledge gained through this training provided a structure for consistency in ASL instruction and student skill measurements.

## **SERVICE**

Professor Humphrey's demonstrated service reveals her dedication to positive student outcomes and to the ASL/English Interpreting profession.

- Serving on the Curriculum Committee and as committee chair, she has led the redesign of a faculty-led committee focused on student success and outcomes.
- Working with the Virginia Association of DeafBlind, Carrie Humphrey volunteers as coordinator for interpreting services while also advocating for student observation and volunteering opportunities with their membership.
- In the past year, Professor Humphrey has applied for Reynolds Community College, Parham Campus, to be a testing site for the only National Interpreter Certification test recognized in Virginia, the CASLI performance test. To date, there are no other performance testing sites in Central Virginia.

- As a Governor-appointed member of the Virginia Department for the Deaf and Hard of Hearing Advisory Board, Carrie Humphrey served an active role in several projects. These included designing and conducting a market survey of the hourly rate interpreters were paid across the Commonwealth, resulting in the first pay increase on the state service agreement in over 15 years. In addition, she represented the Agency's interest and the ASL interpreting profession during the Department of Professional and Occupational Regulation's study to determine the necessity of licensure on the profession of sign language interpreters.
- The Virginia Registry of Interpreters for the Deaf (VRID) is the Commonwealth's affiliate chapter of the national organization representing ASL interpreters across the country. Carrie Humphrey has served several roles on the VRID board and has been on the executive board for over ten years.
  - In that time she coordinated numerous individual workshop and mentored new members on the board.
  - As a conference coordinator in 2020, she redesigned a four-day conference with concurrent workshops into a virtual series of workshops bringing in Reynolds Community College as the Virtual Streaming Sponsor, at no cost to the College. These workshops included over 60 hours of training hosted every other weekend from June - December of 2020 with participants from across the US. This was at a time of need for the profession at a national level to provide CEU-bearing workshops required for interpreters to maintain certification. As a benefit of sponsorship, Reynolds interpreting students were able to attend each virtual workshop at no cost.
  - Currently as President of VRID, Carrie Humphrey is managing several projects:
    - Website redesign
    - Mission Statement & Bylaws review
    - A Fall Forum series visiting each district in Virginia Oct-Nov, 2023 to engage with local interpreters. The Forum includes coordinating with local educational interpreter representatives, freelance interpreters, VRID representatives, interpreting agencies, and VDDHH to discuss the current state of interpreting in Virginia.
    - Coordinating with a VCU interpretation intern and a national training organization to establish a mentoring system for Virginia that includes a train-the-trainer model to develop a pool of mentors for interpreting students and recent graduates.
    - Partnering with VDDHH to schedule ProTactile Interpreter training for Virginia's Deaf, DeafBlind, and interpreters along with a system to practice and maintain ProTactile skills.
- Professional and organizational memberships:
  - Virginia Registry of Interpreters for the Deaf, President
  - Virginia Association of DeafBlind, interpreter coordinator
  - Virginia Association of the Deaf
  - Registry of Interpreters for the Deaf
  - Conference of Interpreter Trainers
  - American Sign Language Teachers Association
  - American Deafness and Rehabilitation Association

## PERSONAL STATEMENT

As a working American Sign Language (ASL)/English interpreter and educator pursuing a doctorate, I have found satisfaction in being a practitioner-researcher. I did not start my interpreting career with the goal of becoming a teacher or a researcher though now I see research, practice, and pedagogy as inextricably combined. When I was a novice interpreter, several strong mentors helped me on my journey to honing my skills and recommended I start mentoring others. My two most significant barriers at the time were my lack of structured education in interpreting and my age. I did not have much pedagogical experience and was relatively young, meaning potential mentees were often older than I with more years of experience. To address both concerns, I completed a master's program in interpreting with a focus on adult education, providing me with theoretical knowledge that I felt I needed to mentor as a young interpreter. The student-teaching requirement of that degree drastically changed my career trajectory. I realized how much I enjoy discussing interpreting, the cognitive processes involved, and the ethical decision-making required. Teaching is both cognitively challenging and so emotionally rewarding. Messages from graduates who have passed their credentialing tests and the success stories of their first interpreting jobs drives my enthusiasm for interpreter training.

After being an adjunct instructor for several years, I was hired as a full-time faculty member and program head for the ASL and Interpreter Education program at J. Sargeant Reynolds Community College. At that time, I dove into learning more about adult education, classroom management, and curricular design. As a teacher, I have had to learn how to support the individual needs of my students, the requirements of the program, the need for socio-cultural approaches to teaching, and ensure that Deaf people are at the forefront of every decision in my pedagogical practices. Through teaching, I also gained a thirst for more knowledge in the field and renewed enthusiasm for interpreting with continual self-evaluation of my decisions.

Teaching interpreting presents a unique challenge as interpreting is a practice which requires the use of many skills and knowledge domains. To develop these required skills and knowledge in students, I engage various teaching methods including, discussions, in class practice with immediate feedback, self-directed skill building and focus, as well as student collaboration. My goal is for students to demonstrate application of knowledge, such as discourse markers, rather than just being able to define the linguistic feature. When developing lesson plans and activities, I start with the end in mind (Wiggins & McTighe, 2005) focusing on what students should ultimately do and know as a guide for lesson planning, course design, assessments, and curriculum design. I approach each course I teach with this focus while designing learning opportunities where students have a clear understanding of what is expected of them as well as how it is they will meet the expectations presented.

Through teaching, I also gained a thirst for more knowledge in the field and renewed enthusiasm for interpreting with continual self-evaluation of my decisions. Teachers are knowledge brokers – people who can take theory, research findings, and other scholarship and make it understandable and applicable to students (Shaffer, 2014). Staying abreast of research and scholarship keeps classrooms current, relevant, and cutting edge. As a teacher, I design lessons presenting current research in an accessible manner- challenging students' previous conceptions and providing real-world examples. In this way I am providing training that

incorporates research, pedagogy, and practice. My classroom is student-centered to acknowledge the lived experiences of my students and the knowledge they bring to the class and to fit diverse learning styles while providing the scaffolding for students to work within their Zone of Proximal Development (Vygotsky, 1978). Students flourish when they have an environment and classroom community that fosters skill building, problem solving, and critical thinking. They can then develop the skills, confidence, and self-efficacy to experiment with a new idea and be wrong, acknowledging that errors are a valuable part of the learning process.

I encourage my students to apply their cross-disciplinary knowledge while recognizing and respecting other ideas brought to the table. Culturally Relevant Teaching (Ladson-Billings, 1995) practices are embedded in my instructional design to ensure that the cultural identities of all of my students, particularly those that are not the same as mine, are present in the materials I use and the topics we cover in my classroom.

Through authentic examples of interpreting situations, students are able to cultivate strong ethical decision-making skills, explaining the reasoning behind those decisions with respect to the multiple demands involved and the possible controls, taking into account the various stakeholders (Dean & Pollard, 2013). Those who have experienced the transformative power of a supportive and challenging learning environment are then ready to enter a practice profession with a strong foundation and become leaders in their community.

As a leader in interpreter education, I strive to maintain a strong program curriculum incorporating best practices in pedagogy, research, practice, and service in order to train students to be competent interpreting practitioners. Leading through example, I encourage my students to get involved with the Deaf community and interpreting profession as soon as possible. As I serve on advisory boards, committees, work groups, and executive boards, I continually look for opportunities where students can volunteer. Through service work, students are able to gain invaluable experiences networking and supporting the communities they will work with as interpreters. These experiences also provide a deeper awareness and understanding of Deaf culture while developing the trust needed from the communities they will serve.

## References

- Dean, R., & Pollard, R. (2013). *DC-S: The demand control schema: Interpreting as a practice profession*. North Charleston, S.C.: CreateSpace.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into practice*, 34(3), 159-165.
- Roy, C. B. (2006). *New approaches to interpreter education*. Gallaudet University Press.
- Shaffer, L. (2014). Knowledge brokering: An emerging art for sign language interpreters? *Street Leverage*. Available at: <http://www.streetleverage.com/tag/laurie-shaffer/>
- Wiggins, G., & McTighe, J. (2005). *Understanding by Design*. Upper Saddle River, NJ: Merrill Education.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, Mass.: Harvard University Press.



## ABBREVIATED CURRICULUM VITA

Carrie Humphrey

### EMPLOYMENT AND EDUCATION

- J. Sargeant Reynolds Community College, Richmond, VA  
Assistant Professor of American Sign Language and Interpreting, March 2018 - present
- Carrie N. H. Humphrey, LLC  
American Sign Language/English Interpreter, 2005 - present
- Gallaudet University, Washington, DC  
Ph.D. Translation and Interpretation, Expected Graduation Fall 2025, GPA 4.0
- Western Oregon University, Monmouth, OR  
Master of Arts in Interpreting Studies, 2015
- Virginia Commonwealth University  
Bachelor of Science in Environmental Studies, 2005
- J. Sargeant Reynolds Community College, Richmond, VA  
Associates of Science, Science Specialization, 2003  
Career Studies Certificate, American Sign Language, 2002

### EXTERNAL FUNDING

- Regional Educational Interpreter Professional Development Project.* Virginia Department of Education. (2018-present) Renewed annually (\$16,000).
- VIVA World Language OER Textbook Collaboratory.* Virginia's Academic Library Consortium. (Spring 2020-Summer 2023) Principal Investigator: Kathryn Murphy-Judy (\$23,827).
- Support Service Provider Pilot Program.* Virginia Board for People with Disabilities (2023-2024) Principal Investigator: Lynn Odom (\$214,450 and \$86,821 in-kind)

### PUBLICATIONS

- McDermid, C., Harding, A., & Humphrey, C. (in process). Deaf consumers preferred interpretation type. In M. Metzger & K. Kurz (eds.). *Accessible Communication for Deaf and Hard of Hearing People during the COVID-19 Pandemic*
- McDermid, C., Humphrey, C., & Harding, A. (2023a). *Evidence for Explicitation: Working from ASL into English* [Manuscript submitted for publication]. Department of Translation and Interpretation, Gallaudet University.
- McDermid, C., Humphrey, C., & Harding, A. (2023b). *Interpretation and the Explication Process* [Manuscript submitted for publication]. Department of Translation and Interpretation, Gallaudet University.
- Humphrey, C. (2015). Job satisfaction, role strain, burnout, and self-care among American Sign Language/English interpreters [Master's thesis, Western Oregon University]. <https://digitalcommons.wou.edu/theses/24>

### WORKSHOPS AND CONFERENCE PRESENTATIONS

- McDermid, C., Harding, A. and Humphrey, C. (2023) *Interpretation and the Explication Process.* [Conference Presentation] FEAST 2023 Conference. Bergen, Norway.

- Hunt, D., Humphrey, C., Ortiz, R., and Lang, C. (2022) *Charting changes: A student panel of research from Gallaudet University's PhD in translation and interpreting studies program*. [Conference presentation]. Connecting Through Change, Conference of Interpreter Trainers. Prince of Prussia, PA. United States.
- Humphrey, C. (2022) *Mentoring Roundtable* [Workshop Series]. Virginia Registry of Interpreters for the Deaf.
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- Humphrey, C. (2020) *Keeping it fresh: ASL conjunctions*. Reynolds Community College. Richmond, VA, United States.
- Humphrey, C. (2019) *Cast Down Your Bucket: Mentoring*. Virginia RID. Richmond, VA, United States.
- Humphrey, C. (2015) *Fostering an Interpreting Community of Practice*. [Conference presentation] 2015 ASL Immersion Silent Weekend at Western Oregon University. Monmouth, OR, United States.

## **PROFESSIONAL SERVICE**

- 2021-present Virginia Association of the DeafBlind interpreter coordinator
- 2020-present Mellon Research Fellows Faculty Mentor
- 2020-2023 ASL Interpretation & Translation Advisory Committee, Mt. San Jacinto College, CA.
- 2019-present J. Sergeant Reynolds Curriculum Committee.  
Curriculum Committee Chair (2021-present).  
Interim Curriculum Review and Revision Point of Contact (2019-2020)
- 2019-present ASL & INT Advisory Committee, Tidewater Community College
- 2015-2023 Virginia Department for the Deaf and Hard of Hearing Advisory Board Vice Chair (2022-2023)
- 2011-present Virginia Registry of Interpreter for the Deaf Executive Board  
President (2023-2024); Vice President (2020-2022); Secretary (2013-2020)  
Interpreter Online Conference Coordinator (2020)  
*Forward Together* Conference Co-Coordinator (2016)

## **HONORS AND AWARDS**

- 2022 Faculty Choice Award for Advisor of the Year, Phi Theta Kappa, Reynolds Community College
- 2022 Nelson Malbone Award for outstanding service to the DeafBlind community, Virginia Association of the DeafBlind

## **CERTIFICATIONS**

- 2022 Sign Language Proficiency Interview (SLPI) Evaluator
- 2022 Advanced Certificate in Effective Teaching Practice Framework, ACUE
- 2020 American Sign Language Teachers Association: Certified
- 2008 National Interpreter Certification, Registry of Interpreters for the Deaf

## LETTERS OF SUPPORT (EXCERPTED)

“Professor Humphrey is a role model among her peers and an invaluable asset to the college and Richmond community. She is broadly recognized as an impactful faculty member with an enduring passion for student success. Ms. Humphrey is trusted among faculty, administration and students alike as a deeply committed, compassionate and outcomes-driven colleague. When the School of Humanities and Social Science experienced a change in leadership, I immediately approached Carrie to seek her support in providing faculty and administrative leadership during the transition as Interim Assistant Dean. She graciously accepted this additional responsibility and has already had an indelible impact on the operations and advancement of her School. Similarly, as the college’s chair of the curriculum committee, she is leading extraordinary improvements in the curricular development processes within the college, and ... deepening faculty engagement in ensuring rigorous and relevant programs...She seeks out and develops meaningful partnerships that have resulted in stronger educational opportunities to Reynolds students, expanded online access to quality American Sign Language courses across the Commonwealth, and built a flourishing network supporting interpreting internships...She invests mightily in development of her teaching craft, always to an eye on impacting student learning and creating an inclusive classroom.” **Dr. Lori Dwyer, Vice President of Academic Affairs, J. Sergeant Reynolds**

“Professor Humphrey is not only a leader [but works]...to expand training and professional development offerings that address the needs of Deaf and Deaf-Blind communities. Carrie is rarely far from a classroom... She makes herself available to the adjunct faculty she has developed as well as their students who she advises with great care. Her four-year role as a Mellon Fellows Faculty Mentor is an example of the way she invests in students’ myriad research interests and development as scholars... Carrie not only led the charge in the ASL Transfer VA work for Reynolds, but she took her work one step further to develop a Reynolds Community College-specific transfer agreement between the AAS degree in Interpretation, and [VCU’s] Interdisciplinary Studies- Policy and Entrepreneurship for American Sign Language. I have gotten to know Carrie as my trusted leadership team partner; as I serve as Interim Dean of the School of Humanities and Social Studies (HSS)...Carrie has served as Interim Assistant Dean as well as a trusted consultant for both the Associate Dean Dr. Timothy Bronstetter and myself...I can count on her to look at issues from myriad perspectives, asking necessary questions, and anticipating an outcome I may not have considered...She embodies the spirit of the community college.” **Nicole Tong, MFA, Interim Dean**

“Professor Humphrey provides insight into pertinent information needed for curricular changes, encouraging faculty to learn from her thoughts and ideas. ... Professor Humphrey is collaborating with faculty members to provide an interdisciplinary learning opportunity for students in the health professions and [ASL] programs. The opportunities to connect students to enhance learning across disciplines allows students to begin that collaborative process so necessary in both fields, leading to better patient outcomes in the healthcare process.”

**Dr. Patricia Lawson, RN, Dean of Health Professions**

“As a Reynolds colleague, I most admire Carrie Humphrey’s integrity, professionalism, and the ability to accomplish multiple tasks in a short period of time...She always has the time to troubleshoot with me and never makes me feel I am "bothering" her. That is a rare quality in

today's workforce...Outside of Reynolds, we have worked on several projects together. She seems to have a rare quality of instinctively understanding how people think and feel. Professor Humphrey's positive personality allows her to automatically react in such a way that brings positive results to a sometimes changing and uncertain situation. I see the respect and confidence others have in her ideas and abilities." **Paige Berry, Adjunct Instructor**

"As a vital member of the SSP Pilot Project Ms. Humphrey has diligently worked with VDDHH providing her expertise in developing the SSP Pilot Project Curriculum and Training. Along with her enthusiasm, positive energy, and passion for getting the SSP Pilot Project off the ground Ms. Humphrey also worked with us in developing the SSP contract and the SSP Guidelines. As an impassioned advocate of the Deaf and Deafblind community Ms. Humphrey has been a tremendous contributor to the SSP Pilot Project." **Lynn Odom, Community Services Program Manager**

"As Governor-appointed professional serving the deaf and of hearing, she was a member of the VDDHH Advisory Board... In this capacity she provided invaluable feedback throughout the process of the Department of Professional Occupation and Regulation (DPOR) conducting a study on whether the Commonwealth should regulate the profession of sign language interpreters. Carrie Humphrey in her capacity at Reynolds Community College partnered with VDDHH with the written and performance assessment of sign language interpreters by coordinating the use of campus facilities as a testing site when VDDHH facilities became temporarily unavailable. We've also collaborated on establishing a sign language assessment system while avoiding conflicting institutional roles. Her tireless energy has never ceased to amaze me. I've only scratched the surface of naming her accomplishments achieved while she took care of her family and pursuing a doctorate degree at Gallaudet University. Seven (7) years later, I'm pleased to call her a friend, confidante, collaborator, and partner...she represents the higher education faculty very well as her impact reaches beyond the classroom into the communities." **Eric Raff, Director, Virginia Dept. for the Deaf and Hard of Hearing**

"Mrs. Humphrey is an incredible asset to Reynolds, her students and the community at large... The extraordinarily well attended event [ASL game night] provides a space for students to interact with the Deaf community in an organic way. This sort of socialization is critical to students' American Sign Language development and the community's trust in these burgeoning professionals...She has positioned Reynolds as a hub of information and connection. She has pushed the boundaries of the ASL & IE program, and we are seeing the fruits of her efforts. Personally, I cannot thank her enough." **Emily McGee, CEO, Mosaic Interpreting Services**

"Her genuine concern for her students is reflected in the open learning environment she creates... She always encourages her students to get actively involved in their own learning process ... students are comfortable with asking questions and seeking out additional help from her. Students who have had the opportunity to take a class from Professor Humphrey always speak of her with the greatest admiration...she was able to connect her real-life experiences to situations often questioned in the field of work for interpreting. Using these experiences allows the students to learn practical problem-solving applications .... She is thoughtful and thorough in her responses to students and is willing to help and mentor beyond graduation... Her natural love of teaching shines constantly in her eagerness to share her knowledge with others. Professor Humphrey's passion and dedication for teaching inspired me to continue my education and to pursue my dream of becoming a Sign Language Teacher." **Student graduate**