The University of Texas at Austin is proud to be an educational institution that welcomes and supports a diverse student body. By removing some of the barriers to education that students with disabilities often experience, we hope to create a learning environment that encourages as well as challenges all students.

Services for Students with Disabilities (SSD) serves approximately 2000 students with disabilities every semester. This number includes students with psychological disabilities, medical disabilities, mobility impairments, learning disabilities, low vision/blind, or deaf and hard of hearing. The rights of students with disabilities are protected under Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act (ADA) and the ADA Amendments Act of 2008. These are civil rights laws aimed at protecting individuals with disabilities from discrimination. Through these laws, all students with disabilities are guaranteed a learning environment that provides reasonable accommodation for their disability(ies). Interpreters/Transcribers play a vital role in making the University accessible to students who use sign language or captioning as their primary mode of communication.

Thank you for your work and commitment to deaf and hard of hearing students. We hope you find this handbook useful in your time at the University of Texas at Austin.

Kelli Bradley, Executive Director
Lauren Kinast, Associate Director
Anne Steele, Administrative Services Officer II

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# Interpreter Handbook

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Interpreter Ethics

The interpreter's role at The University of Texas at Austin is to facilitate communication between the student with a hearing loss and the hearing persons in his/her educational environment. The interpreter's goal is to provide these students with the same opportunities to succeed, based on their own abilities, as those of other students. The interpreter may have to educate all individuals involved in the interpreting process on the proper use of interpreters since not everyone has used interpreter services in the past. Most situations can be resolved as they arise, but any continued problems should be referred to the Associate Director. Interpreters should keep in mind that independence is the final goal for the student and should help promote independence at every opportunity.

Interpreters are responsible for adhering to the Code of Professional Conduct as set forth by the Registry of Interpreters for the Deaf (RID) and as outlined in the BEI Handbook Principles for Interpreter Behavior. Any questions regarding Interpreter behavior for specific situations should be referred to the Assistant Director of Deaf and Hard of Hearing Services.

Interpreters at The University of Texas at Austin should not:

- participate in class
- answer student questions
- engage in conversations with the student (or anyone else) during class
- discuss the student's progress or grades with anyone

Interpreters should:

- answer questions by hearing students and faculty about deafness, interpreting, or sign language before or after the assignment
- report schedule changes, appropriateness of skill level for a particular class, faculty cooperation, course content or style, and student's use of interpreter services to the Associate Director

Interpreters are encouraged to contact the Associate Director to discuss any interpreting concerns, ethical questions, or to give any feedback that may help in current or future scheduling decisions.

Ethics as set forth by the Registry of Interpreters for the Deaf (RID) and as outlined in the BEI Handbook Principles for Interpreter Behavior shall govern the professional conduct of interpreters/transliterators at The University.

Tenets:

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.
Communication Mode

Because of the wide variety of students attending The University, the interpreter should base the communication mode on the individual needs and preferences of the student.

First Day of Class Procedures

Every effort is made by the SSD office prior to the start of classes with an email to the instructor with a brief explanation of services arranged for their class, the interpreter should allow extra class time on the first day of class to introduce him/herself to the professor and to discuss any special arrangements such as: seating, lecture style, labs/discussion groups, and availability of textbooks and/or notes. The interpreter should ensure that the faculty member does not have any other concerns or questions regarding the role of the interpreter. It is primarily the student's responsibility to introduce the interpreter and give advance notice that there will be an interpreter in the class, but this does not always occur. It is suggested that the interpreter do what is necessary to establish a comfortable working relationship with the instructor.
Attire

Interpreters should dress in a manner appropriate to their status as professionals in a university environment. Attire should be clean, neat, and not distracting. It is suggested that the interpreter wear “business casual” clothes that are comfortable, in solid colors that contrast with skin color. Fingernails should be kept trimmed and any polish should be neutral in color. Attire that is considered inappropriate includes, but is not limited to: spaghetti/tank tops, shorts, denim/blue jeans, bare feet, ripped/torn clothing, silk-screened T-shirts, beach flip-flops/shoes, or excessively short skirts.

At times an interpreter may be called upon to interpret for University faculty or administration meetings, public performances sponsored by The University, or other formal occasions. In these situations “formal business attire” should be worn.

Pagers and Cell Phones

Interpreters should take care of personal business at times other than when on assignment. Because pagers interfere or distract from fluency in interpreting, the interpreter is expected not to wear a pager during an assignment. Cellular phones and pagers should have audible rings and beeps turned off. If the interpreter has a short break, she/he may check their messages during this time. However, responding to calls or pages during an assignment is not permitted, if it is urgent/an emergency, please take the call/message outside of the classroom and inform your partner.

Resource Space

There is a designated office space for interpreters and transcribers in the SSD office available Monday through Friday, 8:00am – 5:00pm. There is a computer, textbook reserve library, employee mail folders, and supplies for everyone to use. Annual pay memos, non-electronic copies of employee papers (example: employees' pay stub), parking tag renewals, and messages will be left in employee mail folders as needed.
Parking

Every attempt will be made to make parking easier for the interpreter. If the interpreter commits to a semester-long assignment at least twice a week, the interpreter will be assigned a parking garage and issued an entrance swipe card and hanging parking permit. However these are available on a limited basis, if there is not a swipe card/permit available, daily parking cards will be given.

If the interpreter's assignment is once a week, daily parking cards will be given in advance for use in the campus garages. One daily card covers up to 8 hours of parking and does NOT have in/out of the garage privileges.

If the interpreter accepts a sub assignment for less than 2 hours and in an area of campus that has visitor parking available, a visitor's permit will be called in to the nearest guard station. Be sure to provide the office with your car make, model, and license plate number to give to the guard. The guard will direct the interpreter to the parking place determined by the guard. If the interpreter's assignment is longer than 2 hours, the interpreter will need to identify the closest parking garage to use. Again, parking cards will be issued to interpreters to use for these assignments.

Interpreters are responsible for any tickets they receive for parking improperly. Many on-campus parking spaces are available for open parking after 5:45 p.m. on weekdays and are available all weekend with a University hanging permit. Be sure to look at all posted signs and do not park in spaces that require permit parking "at all times." University hanging permit is required to drive through inner campus routes.
Team Interpreting

Some classes require two interpreters because of length, intensity, or other factors. In these situations, the interpreters should act as a team by rotating responsibilities at pre-arranged intervals and providing support and feedback to one another. Having a partner can be an excellent opportunity for professional development.

The following guidelines should be followed:

- Both interpreters should stay for the entire class/assignment time.
- Teams should meet before the assignment to discuss and agree upon how to back each other up and be ready to follow that system. One interpreter should serve as the primary interpreter and one should serve as the support interpreter at all times.
- Teams should be ready to provide back-up and support at any time. Switches made from one interpreter to another should be done in the least distracting way possible and discussed in advance.
- Partners should give feedback only when requested. Feedback should be given in a constructive manner.
- Interpreters should refrain from personal business during the assignment, even when they are not actively interpreting.
- Only one interpreter needs to be present on test days. Interpreters should decide who will interpret on a given test day and inform the Associate Director / Deaf & Hard of Hearing Services unit in the event the interpreter who is not attending may be needed and reassigned to another assignment.

There may be instances in which it is not known that a second interpreter is not needed until after the first class session. When this occurs, the interpreter should contact the Associate Director after the class session to request a partner. In these instances or in others in which an interpreter finds himself/herself without a partner, the interpreter should take the necessary steps to prevent injury by negotiating with the student and/or the instructor about breaks or other options.
Billing

The Associate Director will provide a payroll schedule to interpreters on an annual basis. Payroll is processed bi-monthly for the following pay periods: 1st – 15th and 16th – end of the month. Timesheets are to be completed using the template provided (available on the SSD website under Forms & Docs). Each interpreter is responsible to submit a time sheet with a record of hours worked by noon on the due date. Be sure to select the appropriate payroll period (first or second of the month) and the month before you complete your timesheet. The time sheet should indicate the number of hours worked on each date. If you are unable to submit an electronic timesheet, there are hard copies available in the SSD office; you may submit a handwritten timesheet as a backup option.

Interpreters will be paid an hourly wage according to their certification level and any incentives they are eligible for. This hourly wage applies to any hours worked between 7:00am – 6:59pm Monday through Friday. These hours would be recorded under **Daytime** on the time sheet. Time and a half will be paid for any hours worked after 7:00 pm on weekdays or any hours worked on Saturday or Sunday. These hours would be recorded under **evening/weekend** on the time sheet.

When a student or instructor cancels class for a specific day, interpreters are to check with the Associate Director / Deaf and Hard of Hearing Services unit if they are needed at another assignment. The interpreter may bill for the cancelled class session and travel IF a trip was made to campus; if the interpreter did not come to campus, only class time scheduled may be billed. Interpreters are not to bill for cancellations with more than 24 hour notice for special requests/sub assignments. Non University classes (TEMBA, University Extension classes) are treated as a special request and are subject to 24 hours cancellation notice. If 24 hours notification is not possible, the interpreter will be paid for the assignment. However, if a documented good-faith effort to contact the interpreter at least 24 hours in advance is made and Associate Director / Deaf and Hard of Hearing Services unit is still unable to contact him/her, the interpreter will not be paid for the assignment.

Interpreters will be asked to indicate the nature of the interpreting assignment on the time sheet to facilitate record keeping. If an assignment is for a student for a regular class, put class, number, and time. Example: ALD 322, 11-1230pm. If the assignment is not for a class, put the nature of the appointment and time. Example: Commencement, 1-4pm; OR Group Meeting, 9-11am. The second row of boxes is a ‘drop box’ – select the most appropriate relation to the assignment (Class, Sub, Event, Meeting, etc). In the ‘Client’ box, place the initials of your consumer/client. When you are given your assignment from the Associate Director / Deaf and Hard of Hearing Services unit, you will be advised as to whether it is a Student (S), Non-Student (NS), or Department (D) assignment and should be listed in the given section on your time sheet. Non-student often covers staff, faculty, and certain visitors. Examples of Department requests are Commencement, Non-University classes, Erwin events, Admissions, and Athletics.
**Travel Time**

Interpreters are allowed to add 45 minutes (.75) for travel time onto the beginning of their starting time and another 30 minutes (.5) onto the end of their ending time. This does not necessarily mean for each class because an assignment may mean 2 or more classes back to back. On your timesheet, bill travel time under one of the three sections, according to the day and time worked. Travel is NOT billed in the event class has been canceled in advance and a trip to campus was not made. For travel from campus to an off campus assignment / off campus assignment to campus, there is ‘time’ built in for the travel needed, this is the paid travel time to be documented under the assignment. **Example:** 45 minutes/.75 travel is documented under travel to an off campus assignment from 9:00-11:00am, then 11:00-11:30am is travel from off campus location to campus, timesheet should note 9:00-11:30am for the off campus assignment, then 11:30am-1:30pm for the on campus assignment, and 30 minutes/.5 for the end of the day travel.

**Online Training Modules**

Interpreters are to bill for their time completing the required training modules online by the University. This should be billed daytime hours in the Student (S) section and does not include travel time.

**Holidays/Spring Break**

Hourly interpreter appointments are not paid for holidays or spring break unless you were asked to work during those days/times and will be paid at regular rates.

**Down Time / Prep**

"Down time" between classes of one and one-half hours or less will be paid and should be included on the timesheet in the “Prep” row directly below Travel pm. This "down time" should be used to assist students in accessing or contacting services on campus, preparing/studying of class texts, or working on technical vocabulary specific to individual courses. Interpreters may also be asked to interpret last-minute assignments that come up during "down time." As noted, ‘down time’ should be used to prepare for assignments whenever possible. If interpreters do not have ‘down time’ or accept an additional assignment and cannot use this time for class preparation, request for prep time must be made to the Associate Director. Interpreters should discuss these situations in advance with the Associate Director prior to claiming such time on their timesheets.

**Special Request Assignments: Texas Performing Arts (TPA)**

An agreement between SSD/Deaf and Hard of Hearing Services and TPA notes interpreters will be paid $450.00 for all work completed for a given production. This includes prep time – reviewing script, previewing the show beforehand, and the actual performance. In the event a second interpreted performance is done for the same given production, the assigned interpreter will then bill an additional $200.00. Interpreters will document the name of the play and date on the bottom under “Broadway Performance”, payroll will process the flat fee to be paid to the interpreter. *(For hours to document for the academic year, interpreters will be given 10 hours in their record for each production interpreted.)*
**Freelance/Agency Work**

It is recognized that many interpreters do work for local interpreting agencies in addition to their work for UT. Interpreters may contract with outside agencies as long as such appointments are outside scheduled hours and no conflict of interest is involved. If an interpreter has already declined an assignment from the Associate Director / Deaf and Hard of Hearing Services, it is not appropriate for the same interpreter to then accept this assignment through a local agency.

**Interpreters who have an additional appointment/position with The University or State of Texas must inform the Associate Director / Deaf and Hard of Hearing Services. Confirmation of their appointment time-base is needed to determine how many hours of interpreting time can be worked any given week and cannot exceed 28 hours through both positions. If a UT employee has a shift on campus that ends immediately before their interpreting assignment or starts immediately after their interpreting assignment, travel time cannot be claimed, as the interpreter is already being paid by the University for that time period.**
Pay Rates

As of September 1, 2010, the following rates will be paid according to certification. Additional compensation for those with longevity and number of hours worked the previous academic year will be given in addition to the base pay rates below. (Please see Appendix for chart of additional pay increments.)

<table>
<thead>
<tr>
<th></th>
<th>DAY RATE</th>
<th>EVENING/WEEKEND</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEI Level III, RID CSC, CI or CT</td>
<td>$29.71</td>
<td>$44.57</td>
</tr>
<tr>
<td>NIC Advanced/ BEI Advanced</td>
<td>$31.20</td>
<td>$46.80</td>
</tr>
<tr>
<td>BEI Level IV, RID CI and CT</td>
<td>$33.92</td>
<td>$50.88</td>
</tr>
<tr>
<td>BEI Level V, SC:L</td>
<td>$38.02</td>
<td>$57.03</td>
</tr>
<tr>
<td>NIC Master / BEI Master</td>
<td>$39.92</td>
<td>$59.88</td>
</tr>
</tbody>
</table>

**Annual longevity and/or number of hours worked at UT during the preceding year may also be applicable. The Associate Director / Deaf and Hard of Hearing Services will discuss these incentives with each interpreter individually.**

Billing Highlights

- Timesheets due at Noon
- 45 minutes travel time before and 30 minutes after an assignment
- Back to back assignments or classes are considered one assignment
- Down time less than one and one half hours between classes will be paid
- 2 hours paid if assignment plus travel time is less than 2 hours

Interpreter Position Appointments

Hourly interpreter appointments are renewed each semester depending on the needs of a given semester to fulfill requests received and the interpreter’s availability to meet those needs. If an interpreter has not worked any hours for two consecutive semesters, the appointment may/may not be renewed the following semester. Employees are allowed to work a maximum of 29 hours total per week, as these are not full time positions. Exceptions to 29 hours in a week can be made on an intermittent basis due to demand or special requests.
Request for Replacement by the Interpreter

In order to ensure the best possible services for our students, the Interpreter is responsible for determining whether or not he/she is able to perform the duties required by the assignment. If, at any time, the interpreter decides that he/she does not have the skills necessary for the assignment, he/she should contact the Associate Director / Deaf and Hard of Hearing Services to make alternate arrangements.

Request for Replacement by the Student

Students may request that an interpreter be replaced for the following reasons:

- skill
- communication preference mis-match
- personal reasons

In order to request a replacement, the student must inform the Associate Director / Deaf and Hard of Hearing Services. The Associate Director may observe in the classroom and/or meet with the interpreter and student, and make recommendations accordingly. Interpreters will be given an opportunity to provide feedback and/or to make modifications. If it is determined that another interpreter would better suit the assignment needs, the interpreter being replaced can bill up to one week after the assignment has been removed from their schedule.

Evaluation and Monitoring

The Associate Director of Deaf and Hard of Hearing Services may monitor an assignment to ensure that the assignment continues to be appropriate for the student, interpreter and faculty member.

Students may at any time fill out an evaluation available online to provide feedback for the Interpreter. The interpreter can request less formal and/or more frequent feedback from the student and/or Associate Director / Deaf and Hard of Hearing Services.
**Interpreter No-Shows**

Interpreters should give the Associate Director / Deaf and Hard of Hearing Services as much advance notice as possible if they will be unable to perform an assignment. If a substitute is available, one will be sent as soon as possible. All interpreter no-shows will be documented and appropriate follow-up actions will be taken.

**Student No-Shows**

If a student does not show up at the beginning of class, the interpreter will wait five minutes for each half-hour of the assignment. **Example:** If the class is a one and one-half hour assignment, the interpreter should wait for fifteen minutes. The interpreter is encouraged to use his/her own judgment on the least disruptive place to handle waiting for students.

In order to be paid in the event of a no-show, the interpreter must contact the Associate Director / Deaf and Hard of Hearing Services immediately after the waiting period is over. The interpreter may be asked to accept another assignment. If another assignment is available and the interpreter chooses not to accept it, the interpreter will not be paid for the regular assignment on that day.

**Inclement Weather / Catastrophic Campus Closures**

In the event the campus was closed due to inclement weather or catastrophic reasons/emergencies, interpreters will be paid for the hours scheduled to work on that specific day of closure, and if any travel was made to/from campus.
Scheduling Assignments

Class assignments will be made prior to the beginning of the semester. Interpreters will be assigned to classes on the basis of skill level and requirements of the class, student preferences, Interpreter preferences, and availability. An effort will be made to ensure that hours are balanced fairly among all Interpreters. As students may go through Adds and Drops up through the twelfth class day, no guarantee of hours can be made.

Various other assignment opportunities will arise throughout the semester, including substituting for regular class assignments, outside of class meetings, non-academic activities, interpreting for a Deaf staff member, public meetings and performances, etc. Interpreters will be called for such assignments on a rotating basis depending on the type of assignment and Interpreter availability. Interpreters should accept assignments only from the Associate Director / Deaf and Hard of Hearing Services. If a student requests interpreting services directly from the Interpreter, the Services for Students with Disabilities office is not responsible for payment. Any requests for interpreter services should be referred to the Associate Director / Deaf and Hard of Hearing Services. Requests may include special requests for a particular interpreter.

Cancellation of Class for the Remainder of the Semester

If a class is dropped after the beginning of the semester, the interpreter assigned to that class will be given first choice on any other regular class assignments that are not yet filled. If another class is unavailable, the interpreter may bill for that class time for one week after cancellation. For special request classes (i.e. professional career or extension program) identified by the Associate Director / Deaf and Hard of Hearing Services, if services have been cancelled 24 hours or more in advance, this is a no bill option (viewed the same way as a sub/special request). If the interpreter accepts other interpreting assignments from other agencies at the same time as the class cancelled and are not available on-call, they will not be paid for that time.
Repetitive Motion Injuries

Interpreters are encouraged to report any interpreting-related pain to the Associate Director. Every effort will be made to provide an environment in which the interpreter can work comfortably. All interpreters are encouraged to do everything necessary to prevent interpreting-related injuries. Attention to diet, exercise, and positions when seated or standing can help prevent syndromes associated with overuse (cumulative trauma disorder).

Access to Staff Services on Campus

Often, interpreters will need to access campus services (libraries, for example) in order to provide interpreting services to our students. Interpreters upon hire, will obtain a UT Staff ID. The ID allows access to the libraries, the non-student program through Recreational Sports at the regular staff rates, use of the UT Forty Acres shuttle, and various other campus programs.
**Interpreter Responsibilities**

1. Interpret everything that is signed and spoken as well as pertinent extraneous noises.

2. Make the instructor and student aware that you may be a few words or sentence behind. Discuss with them how the student will interject questions and comments without interrupting the class.

3. If the student looks away from the Interpreter for a short period of time to take notes, look for a page, rest their eyes, etc., the interpreter is expected to retain the information missed. Once eye contact is reestablished, then the information will be given to the student. If the student is choosing not to pay attention, the interpreter will continue to interpret and is not responsible for repeating missed information.

4. Be prepared for assignments. The interpreter may need to get handouts from the instructor, read the textbook, talk with the instructor and/or student before or after class, etc. in order to be prepared to interpret the class.

5. Interpret cultural information. Interpreting is not a matter of conveying words, but ideas. It is the responsibility of the interpreter to facilitate the exchange of ideas. Culture is an inseparable aspect of those ideas. Cultural information must be conveyed to be able to make an accurate interpretation.

6. Direct questions to the appropriate person. Questions directed at the interpreter intended for the instructor or deaf person should be directed towards that person.

7. Use the Associate Director, Deaf and Hard of Hearing Services as a resource to help with problem-solving any situation necessary.
Longevity and Hours Worked Previous Fiscal Year – Pay Increments

Additions to base rate for longevity. This amount would be based on the amount of time an interpreter has been appointed to work at The University. The total number of months appointed will be re-evaluated each August and the corresponding amount added to the base rate for the next fiscal year.

<table>
<thead>
<tr>
<th>Years</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>3</td>
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<tr>
<td>6</td>
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<tr>
<td>24</td>
<td>$2.75</td>
</tr>
<tr>
<td>27</td>
<td>$3.00</td>
</tr>
<tr>
<td>30</td>
<td>$3.25</td>
</tr>
</tbody>
</table>

Additions to base hourly rate for amount of work committed to UT over the previous fiscal year. Each interpreter’s total will be based on the total number of hours worked for the entire previous fiscal year. The total will be counted from September 1 to August 31 and the corresponding amount based on total number of hours will be added to the base pay rate for the next fiscal year. This amount will be readjusted each fiscal year.

<table>
<thead>
<tr>
<th>Hours</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>$2.00</td>
</tr>
<tr>
<td>450</td>
<td>$2.25</td>
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<tr>
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<td>750</td>
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<tr>
<td>900</td>
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<tr>
<td>1050</td>
<td>$3.25</td>
</tr>
<tr>
<td>1200</td>
<td>$3.50</td>
</tr>
</tbody>
</table>

** While the longevity remains on an annual basis in addition to base hourly rates, the Hours worked previous fiscal year may be more or less than the year before.