



**DEPARTMENT OF
AMERICAN SIGN LANGUAGE
AND DEAF STUDIES**

Faculty Evaluation
Standards and Procedures
Approved January 2015

ASL and Deaf Studies Evaluation Guidelines

This document has been created as a Department wide collaborative endeavor, with the goal of stating clear standards and procedures to assist in creating an equitable evaluation process that honors the integrity of the profession. We wish to approach the evaluation procedure as one that develops trust in the process as it relies on evidence of performance and the collective wisdom of the evaluators as measured against the standards outlined in this document. While an attempt is made at fashioning a more measurable, quantitative approach to evaluation, this guide cannot replace the wholistic, collective wisdom of peer evaluation. These guidelines are in the spirit of creating a supportive, yet rigorous climate of academic professionalism.

This document is required by the Faculty Handbook and is meant to articulate internal Department standards and criteria that incorporate but not supersede the University Handbook. Faculty are strongly encouraged to become familiar with the Faculty Handbook. All excerpts from the Faculty Handbook are taken from the version last amended October 2014.

This document goes into effect for the Spring semester 2015. Any faculty being evaluated for work in previous years may elect either to follow the new requirements or the previous requirements. A clear agreement as to which criteria are being used must be reached between the faculty member and the chair prior to the evaluation process.

Mission Statement

The Department of ASL and Deaf Studies Gallaudet University's Department of ASL and Deaf Studies is dedicated to providing the most comprehensive, challenging, and productive ASL and Deaf Studies curriculum anywhere in the world. Expert faculty will guide students to explore the complexities of Deaf communities and their signed languages through interdisciplinary approaches.

The ASL and Deaf Studies Department is comprised of the following programs and ongoing projects:

- ASL as a Second Language (ASL²)
- Professional Studies ASL
- General Studies 103
- BA ASL
- MA Sign Language Education (MA-SLED)
- BA Deaf Studies
- MA Deaf Studies
- ASL Connect
- Deaf Studies Digital Journal

Evaluation Procedure

Faculty Handbook: Procedures

The following are the Evaluation Procedures as explained in the Faculty Handbook last amended October 2104.: The

6.7 Procedures

6.7.1 At the Departmental Level

6.7.1.1 Each Department will determine its evaluation procedure and will set forth a clear written statement of this procedure to include details of the process, types of documentation required, and deadlines for applying for personnel action and submitting supporting materials. This procedure should be reviewed periodically by the Department and the Dean.

6.7.1.2 At least triennially, Department Chairpersons will forward the current Department evaluation procedures to the Faculty Welfare Committee to assure compliance with the University Faculty Handbook.

6.7.1.3 When written student evaluations are used, they should be collected anonymously, then delivered to the Department Chairperson

6.7.1.4 It is the responsibility of the Department Chairperson to see to the preparation of the Report of Evaluation. He/she shall discuss such report with the faculty member being evaluated. During this conference, the faculty member will have an opportunity to point out any omissions and to produce any material evidence which may have a bearing on the recommendation. Should the faculty member wish to disagree with the report or recommendation, he/she will have up to five working days to do so in writing, and will then affix his/her signature. (A faculty member's signature does not necessarily indicate agreement with the contents of the report.) The Chairperson shall then sign and forward to the Dean each Report of Evaluation, which must include the faculty member's response, if any. When the requested Personnel Action is for tenure or promotion, the Dean will make the abridged file* and portfolio available to the Tenure and Promotion Committee.

6.7.1.5 The Department Chairperson is responsible for ensuring equity among Department members and for seeing that each Report of Evaluation is adequately supported before forwarding to the Dean.

6.7.1.6 When the person being evaluated is the Chairperson, the Dean of the School shall be responsible for coordinating all of the above-outlined procedures.

6.7.1.7 When the person being evaluated is the Dean, the Department Chairperson shall forward his/her Report of Evaluation directly to the Provost after sharing it with the Dean. Such an evaluation may lead to tenure and/or promotion.

6.7.1.8 When the person being evaluated is the Provost, the Department Chairperson shall forward his/her Report of Evaluation directly to both the President and the Dean after sharing it with the Provost. Such an evaluation may lead to tenure and/or promotion.

6.7.2 Above the Departmental Level

6.7.2.1 The Dean is responsible for ensuring fairness and consistency of application of evaluation criteria within and among Departments. In order to promote such fairness and consistency, the Dean may, at his/her discretion, consult with a school-wide faculty committee. This committee shall act in an advisory capacity only. Should such a committee be established, its composition and function shall be made known to faculty within the school.

6.7.2.2 The Dean shall review all Reports of Evaluation, except in the case of the Dean and Provost as provided for in Sections 6.7.1.8 and 6.7.1.9. When the requested Personnel Action is for tenure or promotion, the Dean will make the abridged file and portfolio available to the Tenure and Promotion Committee, which will then review the abridged file and portfolio and make a recommendation to the Dean. The Dean will take the Tenure and Promotion Committee's recommendation into consideration prior to approving or rejecting requests for promotion or making a recommendation to the Provost regarding requests for tenure. Copies of the Dean's recommendations will be provided to the Department Chairperson, the Tenure and Promotion Committee, and to the faculty member. The Provost is responsible for ensuring fairness of evaluation among schools.

6.7.3 Notification of Adverse Criticism

6.7.3.1 It is the duty of the Chairperson and/or any administrator to fully inform a faculty member, in writing, as soon as possible (normally within five working days) of any criticism that could reasonably be expected to adversely affect the evaluation outcome. All faculty are to develop annual goals that will be used to guide workload, portfolio development and the evaluation process.

6.6.2 Report of Evaluation

The Chairperson shall use the documentation in Section 6.6.1 (Documentation) to prepare a Report of Evaluation. This Report shall include summaries of peer reviews, observation reports, and student evaluations and shall make recommendations regarding reappointment, promotion, tenure, or merit increase.

It shall also contain specific recommendations for continued development toward eligibility for future personnel action. In formulating his/her recommendation, the Department Chairperson shall take peer consensus under advisement but shall not be bound by it. Should there be a divergence between the Chairperson's recommendation and peer consensus, the report of evaluation should so state.

ASL and Deaf Studies Department Procedures¹

1. Faculty members will develop a five year plan in relation to their teaching, scholarship/creative activity and service. Then, at the beginning of each calendar year, faculty members will determine their annual goals in each of the required areas.
2. Each faculty member will meet with the Chairperson at the beginning of the evaluation year to review calendar-year goals. Any faculty member may request a mentor or a faculty peer of his/her choosing to also attend the meeting. The Chairperson will review each faculty member's goals to approve and/or make suggestions. Once the faculty member and the Chairperson have agreed upon the goals, they are to be posted within the e-portfolio.
3. Following established evaluation timelines as outlined in the Matrix of Faculty Action for the Calendar Year (see below), the faculty member will submit a portfolio that provides evidence and/or artifacts that clearly address the previously stated goals. The portfolio is required to be submitted in an electronic format that aligns with the procedures of the University Faculty's Tenure and Promotion Committee. It is the responsibility of the Chairperson to make the format and technological requirements of the e-portfolio clear. Examples of artifacts/evidence are listed in the beginning of each area of evaluation.
4. As a central feature of the evaluation process, the faculty member will provide the first draft of the DRE, that includes both the lists and narratives for each section detailing the nature of the work accomplished during the evaluation period. The lists and narratives must be supported through evidence included in the Appendix.
5. For evaluations involving personnel action (reappointment, promotion, and tenure) faculty will be evaluated by members of the department at or above the faculty member's rank. For evaluations not involving personnel actions (merit increase and triennial), any department faculty member may evaluate the submitted portfolio.
6. All evaluators will use the Department's rubrics and guidelines before submitting their Peer Evaluations to the Chairperson. The criteria in these guidelines are not absolutely binding; they are intended to provide guidance for evaluators to

¹ This section draws upon the Evaluation Procedures outlined by Gallaudet's Department of Education.

consider while using their best professional judgement in regards to the quality and quantity of their colleagues' performance.

7. Following established faculty guidelines, the Chairperson will synthesize the peer evaluations and share the results with the respective faculty member, and make a recommendation on the requested action to the dean.

Frequency and Schedule of Evaluation

Faculty Handbook:

1.4 Frequency

6.4.1 Tenure-track, Pre-Tenure Track, and Non-Tenure Track full-time regular status faculty (except non-continuing faculty) will be evaluated each year, which may lead to reappointment, non-reappointment, switching a pre-tenure-track appointment to tenure-track, merit increase, promotion, and/or tenure consistent with their rank and level.

6.4.2 All tenured faculty, except those in an administrative capacity with no teaching responsibilities, shall be evaluated every year, unless they inform the Chair otherwise. However, tenured faculty must be evaluated at least once every three years. These evaluations may lead to a merit increase and/or promotion.

6.4.3 For evaluation purposes, faculty with initial appointments in months other than August will be recognized as continuing first-year faculty in the following August.

6.4.4 Department Chairpersons shall receive an evaluation of their performance as an administrator each year.

6.4.5 Evaluation for a merit increase shall be for the past calendar year(s) since a merit increase was last awarded, or since the date of appointment, whichever is later. The evaluation for a promotion shall cover the whole interval since a promotion was last awarded, or since the date of appointment, whichever is later.

Matrix of Faculty Actions for the Calendar Year

Action	Form (s)	Deadlines- Inter Departmental And University	Approval/ nonapproval decision from dean 7.1.6, 7.1.7	Comments	Handbook Reference
Appointment	A1 Echosign	Before start of semester , to FWC	Before start of semester		3.1, 3.2, 3.3, 7.1.2
1st year tenure track reappt	D1 and DRE	Jan 10th to Dept Feb 1 to dean	March 1	Non reappt – end of current appt	7.2.3
2 nd year tenure track reappt	D1 and DRE	Oct 1 to Dept Nov 1 to dean	Dec 15	Non reappt – end of current appt	7.2.3
3 rd yr TT and NTT	ASLPI of 2+ and CDO	Jan 15 to Dept Feb 15 to Dean		Must achieve 2+ by Feb 15 or doc efforts to improve	5.1.4
3 rd 4 th 5 th year tenure track reappt	D1 and DRE	Feb 1 to Dept Mar 1 to dean	May 15	Nonreappt – no less than 12 months after notification	7.2.3
NTT all ranks reappt First four yrs	D1 and DRE	Feb 1 to Dept Mar 1 to dean	May 15	Nonreappt – at end of current appt After 4 th reappt, 2 yr appt After 8 th reappt, 8 yr appt	7.2.6, 5.1.2
Promotion	A2 and DRE Abridged file Summary	Feb 1 to Dept Mar 1 to FWC Review by Tenure and Promotion Comm	8 weeks (May 1)	Tenure Track 3 yrs or terminal degree to assist, 4 yrs to assoc or full prof NonTenure Track 4 yrs to Lect II 8 yrs to Sr Lect	7.4, 7.1.2, 7.1.3, 7.1.4 3.2.5, 3.2.6
Merit increase	A4 and DRE	Feb 1 to Dept Apr 15 to FWC	8 weeks (June 15)	TT, NTT, preTT categories	7.3, 7.1.2, 7.1.4
Tenure	A5 and DRE Abridged file Summary	Dec 1 to FWC Review by Tenure & Promotion Comm	8 weeks (Feb 1) for dean reco/not reco	Forwarded to Provost/President/BO T for approval in May	7.5, 7.1.2, 7.1.3, 7.1.4

Teaching Evaluation Standards and Documentation

Faculty Handbook:

2.1.2 Scope of Faculty Competence/Responsibility

2.1.2.1 Teaching

Teaching competence includes both expertise in the faculty member's field and the ability to impart knowledge deriving from that field to Gallaudet students. A competent teacher must possess the ability to communicate course content clearly and effectively; he/she must also be available to the students individually, responsive to their academic needs, and flexible enough to adapt curriculum and methodology to those needs.

6.2 Areas and Sources for Evaluation

6.2.1 Teaching

A faculty member's teaching competence shall be evaluated in at least three ways:

- student course evaluations using a Department/Program approved evaluation form,
- peer evaluations using department/program approved evaluation guidelines,
- and reflective self-evaluation using guidelines approved by the department/program.

6.6.1.4 Observation of teaching shall be performed annually for all faculty prior to tenure. Classroom observation for tenured faculty may be performed at the discretion of the Department Chairperson, or at the request of the faculty member. The observation may be performed either in the classroom or in a lab or practicum setting by a faculty peer observer selected by the faculty member being observed and agreed upon by the Department Chairperson.

The Sources of Documentation for Teaching Evaluation must include:

- Student Evaluations
- Classroom Observations. (see Appendix to this document for the onsite evaluation form. The online observation form is under development).
- Syllabi that adheres to Senate approved template.
- Personal Narrative
- Peer Evaluation

These sources of documentation are to be considered holistically. Student Evaluations, Classroom Observations and syllabi should all be included in the supporting evidence appendices.

Unsatisfactory: Absence of achievement of two activities for Satisfactory may result in an Unsatisfactory rating being conferred.

Satisfactory	Commendable	Outstanding
<p>Meets all criteria listed below and in the Handbook of the University Faculty for satisfactory rating:</p> <p>Syllabi meet university syllabus requirements and reflect current trends and effective practices in area of expertise or content area.</p> <p>Ensures compliance (classroom meeting times, student activities and assignments) with university credit hour policy.</p> <p>Demonstrates appropriate and current use of course assessments (i.e. rubrics, examinations, checklist).</p> <p>Establishes and complies clear expectations regarding response time to student communication, including email, and expectations of when assignments will be returned.</p> <p>Reports assessment data to modify curriculum and instruction to increase</p>	<p>Must meet all criteria for Satisfactory and at least three (3) indicators listed below:</p> <p>Participates in or leads curriculum development and significant revision within existing courses (i.e. using assessment data to drive course development and revisions, or new materials in field.)</p> <p>Use of creative teaching strategies or of current educational technologies</p> <p>Teaching or development of special topic courses including but not limited to: independent study courses or one credit thesis writing courses, travel-study courses, GSR (200 or above) and interdisciplinary courses, with each course counting as one indicator</p> <p>Advising for honors' thesis or self-directed majors (outside of the department), each major counting as one indicator, but not if offered in a single class.</p> <p>Serve on a PhD dissertation and/or MA thesis committee.</p>	<p>Meets five (5) of indicators for Commendable OR meets Commendable and one of the below indicators:</p> <p><i>Note: the quality and scope of the following activities must be sufficient in the eyes of peer evaluators to warrant a rating of Outstanding.</i></p> <p>Develop a new university-approved program.</p> <p>Teach a class which creates innovative materials for further use outside the class.</p> <p>Recipient of a teaching award.</p> <p>Develop and teach a new course.</p> <p>Collaborate with outside entities (other universities, NGOs) as a part of a class.</p> <p>Providing exceptional level of guidance to students in specific areas e.g. facilitating student</p>

<p>instructional effectiveness.</p> <p>Complies with deadlines for requests to meet Department and University requirements of syllabus reporting.</p>	<p>Conduct periodical student evaluations of course and reports reliable data of students meeting outcomes.</p> <p>Completion of online certification training.</p> <p>Accepting student significant overloads within a course (limit of one indicator per semester, regardless of how many overload students in however many classes.)</p> <p>Teaching class overloads, each course counting as one indicator.</p> <p>Teaching a new course for the first time.</p> <p>In addition to course load, supervising teaching assistants, practicum students and interns.</p> <p>Guest lecturing in courses or venues outside of the department</p> <p>Participating in SOTL, bilingual or other pedagogical training workshops</p> <p>Other activity not listed; must be explained and documented sufficiently in DRE</p>	<p>participation at a professional conference.</p> <p>Other activity not listed; must be explained and documented sufficiently in DRE.</p>
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Scholarship/Creative Activity/Research Standards and Documentation

Faculty Handbook:

2.1.2.2 Scholarship/Creative Activity/Research

Competence in this area means that a Department member is expected to continue to grow in his/her field or departmentally determined allied field, and contribute to and remain aware of developments within it. Evidence of such growth and contribution may include a variety of creative and artistic endeavors, traditional scholarship and research, presentations at workshops or meetings of professional societies, advanced study, origination and administration of grants, authoring of textbooks, workbooks, software, classroom materials, and so on.

6.2.2 Scholarship/Creative Activity/Research

A faculty member's competence in this area is evaluated by his/her peers. A faculty member is expected to provide evidence of participation in professional organizations and activities, dissemination to the field of a scholarly or creative product, and progress in executing research, scholarship or a creative activity agenda. Full-Time Regular Status Pre-Tenure-Track faculty will be evaluated primarily on their progress towards obtaining a terminal degree.

Sources of Documentation:

- Narrative (should include Impact Factor and other information to assist reviewers in determining the quality of scholarly and creative activities.
- Evidence of all scholarly activities.

Unsatisfactory rating: If the faculty member fails to meet the minimum requirements for Satisfactory.

Satisfactory	Commendable	Outstanding
Meets criteria Handbook of the University Faculty, plus evidence of at least <u>one self-initiated and/or substantial product or activity</u> in <u>one of the six</u> scholarship activities identified in this section since the last evaluation.	Achieves a rating of satisfactory (one product or activity) and shows evidence of at least <u>two self-initiated and/or substantial products or activity</u> in one or more of the six scholarship activities identified in this section	Achieves a rating of outstanding and shows evidence of at least <u>three self-initiated products and/or activities</u> in <u>one of the first six</u> scholarship activities identified in this section.

<p>It is understood that activity used may be performed either by the faculty member alone or along with one or more colleagues. And yet, to use the activity, the faculty member's contribution to the activity must be substantial and documented within the DRE Narrative.</p>	<p>since the last evaluation.</p> <p>Achievement of an item in the Commendable Scholarly and Creative Activities category below automatically confers an award of Commendable.</p>	<p>Achievement of an item in the Outstanding Scholarly and Creative Activities category below automatically confers an award of Outstanding.</p>
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1. Scholarly Research and Dissemination (includes video journals/texts)

- Evidence of substantial progress* toward editing or authoring books and textbooks
- Evidence of substantial progress* toward publishing an article in peer reviewed journal/e-journal/video journal
- Evidence of substantial progress* toward book chapters from academic publishers
- Author/co-author of an article in peer reviewed journal/e-journal/video journal
- Presented papers at professional refereed (national/regional/local) conferences
- Translation of ASL/English materials in video/book/digital media
- Published book review, other papers and reports (e.g., exhibition catalogues, trade or in-house publications, encyclopedias)
- Panel discussant/ Poster session at conferences.

(*Substantial progress will be verified through the narrative and through evidence provided in the portfolio. The extent of the progress will be determined by the best professional judgement of the reviewer.)

2. Creative Activities

- Author/director/producer creative project and/or video production
- Significant progress* toward developing poems, fictional works, plays, essays
- Presented exhibitions of graphic and/or visual art
- Creative work published in a journal
- Invited creative performance
- Published or produced media/multi-media products

- Performed as actor, dancer, or other forms of entertainment
- Produced or directed theatrical works/literary events
- Sign Language literary consulting/coaching
- Socio-cultural consulting activities

3. Academic Community Engaged Research and Activities

- Invited Keynote at international and/or national conference
- Invited papers and guest lectures
- Invited exhibitions and performances
- Published papers for community conference proceedings
- Reviewed papers for presentations at conferences
- Served on paper selection committees for academic conferences
- Served on the committee for an academic conference
- Translation of community based ASL/English materials in video/book/digital media
- Created exhibits in educational and cultural institutions
- Disseminated knowledge research through internet, films, museum exhibitions or other public programs
- Published of institutional document (in various formats)
- Conducted and disseminating directed or contracted research
- Conducted and reported program evaluation research or public policy analyses for other institutions and agencies
- Developed innovative solutions that address social, economic, or environmental challenges (e.g., inventions, patents, products, services, clinical procedures and practices)
- Served as external reviewer (grants, journal articles, books, etc.)
- Started and developed an organization or assisting in making an existing organization more creative and innovative.

4. Editing

- Edited books/video
- Edited journals or other learned publications
- Active participation as a member of an editorial board.

5. Grants, Contracts, and Related Activities

- Directed research teams
- Developed and submitted research grant proposals (e.g. individual, interdisciplinary, community)
- Obtained funding and managing grants
- Engaged in department/university entrepreneurship and related activities
- Wrote and submitted a grant proposal, with two points given for major grants. (e.g., NSF, NIH, NEH, DOE, NEA)
- Reviewed grants for NSF, NIH, or other national or international granting agencies

6. Eminence Factors

- Position as editor or guest editor of journal
- Recognition in artistic competitions
- Honors and awards from professional or community entities.
- Appointment or election as officer in professional organizations
- Citation, replication, or continuation of scholarly and creative work
- Published translations of works into other languages
- Published or broadcast interviews or public testimonials
- Media exposure of research and creative activity
- Recognition of impact on public policy and the solution of social problems
- Receipt of investment funding related to innovations

Commendable Scholarly and Creative Activities

- Author/co-author of an article or chapter in peer reviewed journal/e-journal/video journal/book in year of publication
- Completed and publicly presented creative work equivalent in scope and quality to a peer-reviewed publication. (Equivalence is determined by the professional judgement of faculty reviewers.)

Outstanding Scholarly and Creative Activities

- Author/director/producer of a major creative project and/or video production in year of publication.
- Author or editor of a book or textbook in year of publication
- Principal Investigator or Co-PI on major grant

Service Standards and Documentation

Faculty Handbook:

2.1.2.3 Service

The educational process is not limited to the classroom; competence as a Department and faculty member therefore requires service in one form or another. According to the individual's interests and skills, contributions of service may be made to the student body (e.g., academic advising, sponsoring of student activities, etc.), the academic Department (service on committees, coordination of multi-section courses, etc.), the School, the University (library liaison, faculty committees, public relations activities, outreach, etc.), the community, and professional organizations. In addition, a faculty member is expected to participate responsibly in Department, School and University activities.

6.2.3 Service

A faculty member's competence in this area is evaluated by his/her peers. A faculty member is expected to provide evidence of service as specified in Section 2.1.2.3 (Service)

Service

Service is an important responsibility for full-time faculty, including non-tenure-track, tenure-track and tenured, in the Department of ASL and Deaf Studies. The components of services include, but not limited to, the following areas: the Department, the University, the students, and the academic and deaf communities. Faculty service is not limited to the activities identified herewith. The following activities are acceptable for reappointment, merit increase, promotion and tenure. The following service performance indicators should be referred to by faculty when preparing their evaluations.

Sources of Evidence:

Faculty should provide evidence of active participation in service activities (i.e. letter from committee chair, narrative description of activities).

Satisfactory	Commendable	Outstanding
Regular participation in department, faculty, and university meetings and activities. Excused absences should be cleared with the faculty member's immediate supervisor.	Achieves a rating of Satisfactory and shows evidence of work/involvement in at least four additional activities listed below. Serving as program coordinator may result in	Achieves a rating of Commendable and shows evidence of work/involvement in at least five additional activities listed below. OR serving as program coordinator plus four

In addition to above: show evidence of service in at least three activities listed below:	an automatic Commendable designation upon documentation that work involved fulfills several service indicators.	other service indicators.
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- **Internal Service**
 - **Service to the Department**
 - Represented the department in university activities
 - Volunteered to assume additional department duties
 - Chaired and/or membership on departmental ad hoc committees/workgroups
 - Served on student admissions committee
 - Recruited new majors/minors by way of
 - Hosting events
 - Representing department at booths
 - Meetings and/or emailing with potential major/minor
 - Served as program coordinator or department chair
 - Mentored non-tenured faculty, full-time temporary faculty, adjuncts and visiting professors
 - Coordinated ASL Placement tests
 - Maintained department labs
 - Coordinated and/or participated in assessment reports (LAU, UEP, Senior Assessments)
 - **Service to the University**
 - Participated on standing faculty committees
 - Participated in recruitment, open houses, outreach and public relations activities
 - Participated in university-wide committees, task forces, search committees or projects/special events
 - Coordinated or standardized curriculum for multi-section courses
 - Performed special administrative assignment (e.g., faculty fellow)
 - Served as a Faculty-in-Residence
 - Presented/hosted/facilitated/participated in New Student Orientation (NSO) and/or Graduate Student Orientation (GSO) activities
 - Presented/hosted/facilitated/participated in Faculty Development Week activities (August and/or January)
 - Provided ASL/Deaf Studies/Deaf Space consulting (e.g. DSDJ, 150th, Alumni Videos, other departments)

- **Service to Students**
 - Student academic advising, graduate school advising, and career advising
 - Served as an advisor to student organization(s)
 - Sponsored student activities

- ***External Service***
 - **Service to the Academic Community**
 - Served on governing councils, boards of academic organizations
 - Served on academic conference committees
 - Conducted workshops at a university/professional group
 - Moderated a discipline related listerv and /or social media.
 - Participated actively in an organization related to an academic field and/or teaching and learning area (i.e. officer, etc.)
 - **Service to the Deaf Community**
 - Held board membership in organizations and/or schools serving deaf people
 - Held an active position in local, regional, national or international deaf organizations serving Deaf people and/or schools
 - Served on program committees, local arrangements, etc. for deaf community conferences
 - Chaired or served on board subcommittees
 - Conducted workshops/training at organizations, schools and/or deaf community events

Professional Integrity

The Department of ASL and Deaf Studies follows the Faculty Handbook in determining qualifications for Professional Integrity:

2.1.2.5 Professional Integrity

This area bears upon professional ethics, comportment in an academic environment, and interactions with members of the Gallaudet community. A faculty member must meet all professional obligations with integrity and in an ethical manner; he/she is expected to: I.e., each faculty member

- Seeks and states the truth as he or she sees it.
 - Improves and develops scholarly competence.
 - Exercises critical self-discipline and judgment in using, extending and transmitting knowledge.
 - Practices intellectual honesty without regard to self-interest or subsidiary interests.
- Encourages the free pursuit of learning in students.
 - Demonstrates respect for students and maintains proper role as intellectual guide and counselor.
 - Fosters honest academic conduct and evaluates student performance based on true merit.
 - Respects confidential nature of student-professor relationship.
 - Avoids exploitation, harassment and discrimination against students, acknowledging their scholarly or academic contributions and protecting their academic freedom.
- Respects colleagues and fellow scholars.
 - Avoids harassment or discrimination against colleagues, respecting and defending their free inquiry.
 - Demonstrates due respect for the opinions of others in the exchange of criticism and ideas.
 - Acknowledges academic debt and strives to be objective in professional judgment of others.

- Accepts due share of faculty responsibility in the governance of the University.
- Strives to be an effective teacher and scholar.
 - Observes the stated regulations of the University provided they do not contravene academic freedom, while maintaining the right to criticize and seek revision.
 - Gives due regard to her or his paramount University responsibilities in determining the amount and character of work done outside it.
 - Recognizes the effect of interruption or termination of their work upon the University and gives due notice of intentions.
- Measures the urgency of his or her rights and obligations as citizens in light of responsibilities to his or discipline, students, profession and institution.
 - When speaking or acting as a private citizen, avoids creating the impression of speaking or acting for the University.
 - Promotes the conditions of free inquiry and furthers public understanding of academic freedom.

Promotion and Tenure

Personnel Actions: Promotion/Tenure

7.0 Faculty Personnel Actions

7.1 Procedures and Notification

7.1.1 All requests for sabbatical leave, leave of absence, academic leave, sick leave, and parental leave shall be initiated by the faculty member to the Department Chairperson. After a review appropriate to the action, the Department Chairperson's recommendation and justifications on the request shall be submitted to the Dean on the appropriate D-series form with the necessary supporting documentation.

7.1.2 Requests for appointment, merit increase, promotion, tenure, and sabbatical leave shall be sent directly to the Faculty Welfare Committee on the appropriate A-series form. Simultaneously, a Report of Evaluation (Form D:RE) will be sent directly to the Dean, except for sabbatical leave requests and requests for appointment. When the Faculty Welfare Committee determines whether or not the request meets the appropriate criteria, it will so indicate and forward the form, with any accompanying documentation, to the Dean, with a copy sent to the Chairperson for verification purposes. The Tenure and Promotion Committee will not review any request which does not have a copy of the appropriate A-series form in its file.

7.1.3 When the requested personnel action is for promotion or tenure, the Dean will forward the abridged file and portfolio to the Tenure and Promotion Committee which will then review the file and make a recommendation to the Dean. The Tenure and Promotion Committee will inform the faculty member, the Department Chairperson, and the Dean of its decision in writing. The letter to the faculty member and the Chairperson shall indicate the Committee's decision without supporting details.

7.1.4 Requests for tenure shall be submitted to the Faculty Welfare Committee by December 1 of the faculty member's 6th year of academic service. Requests for promotion shall be submitted to the Faculty Welfare Committee by March 1. Merit increase requests shall be submitted to the Faculty Welfare Committee by April 15. Requests for sabbatical leave for the spring semester shall be submitted by February 15, the previous Spring semester; and for the Fall semester, by September 15, the previous Fall semester.

7.1.5 As part of the peer review process described in Section 6.6.1.5, the

Department Chairperson shall ask the appropriate members of the Department for their written opinion of the personnel action contemplated, except for leave requests.

7.1.6 Except as noted in Sections 7.2.3, 7.2.4 and 7.2.6, the Dean will notify the faculty member of the Administration's decision/ recommendation within eight (8) weeks of the deadline for personnel action requests.

7.1.7 The Dean shall approve or reject recommendations from Department Chairpersons for sabbatical leave, sick leave, leaves of absence, merit increases, appointments, reappointments and promotions. Tenure recommendations shall be submitted by the Dean to the Provost who then makes recommendations to the President. The President makes recommendations to the Board of Trustees. The Board of Trustees makes the final decision on tenure recommendations received from the President.

Promotion & Tenure: Faculty Handbook

7.4 Promotion

7.4.1 Promotion represents an important milestone in an academic career. Through promotion, the University recognizes an individual's cumulative achievement in the areas of Teaching, Scholarship/ Creative Activity/Research, and Service.

7.4.2 As peer evaluation is an integral part of this process, the Department Chairperson shall ask all full-time regular status faculty members of the Department in and above the rank to which promotion is being considered for their written opinions about the faculty member's performance in the evaluation categories and his/her fitness for promotion.

7.4.3 Time in Rank

7.4.3.1 Promotion may be granted to the rank of Professor or Associate Professor if the faculty member has been in the next lower rank for at least four years. Promotion may be granted to the rank of Assistant Professor if the faculty member has been an Instructor for at least three years or has received a terminal degree in the discipline or allied field. Promotion of Non-Tenure Track faculty is determined in accord with Sections 3.2.5 (Lecturer) and 3.2.6 (Senior Lecturer)

7.4.3.2 Time earned for Teaching or Scholarship/Creative Activity/Research prior to faculty appointment may be credited, but credit will be given only on the basis of a written agreement with the Dean at the time of appointment after consultation with the Department. When a faculty member applies for early promotion under this section of the Faculty Handbook, the fact of it being an

application for early promotion may not be taken into consideration by the Tenure and Promotion Committee when it reviews this request.

7.4.4 In addition to the time in rank requirement, faculty who seek promotion shall meet the requirements for the proposed rank as set forth in Section 3.2 (Academic Rank/Title/Eligibility Criteria).

7.4.5 Scope

Evaluation for promotion is based on cumulative performance and must cover the entire period since appointment or promotion to the present rank.

7.4.6 Performance Criteria

7.4.6.1 Tenure-track and tenured candidates for promotion shall be evaluated in the areas of:

- (1) Teaching
- (2) Scholarship/Creative Activity/Research
- (3) Service
- (4) ASL and classroom discourse competence
- (5) Professional Integrity

7.4.6.2 Pre-tenure-track candidates for promotion shall be evaluated in the areas of:

- (1) Teaching
- (2) Scholarship/Creative Activity/Research
- (3) ASL and classroom discourse competence
- (4) Professional Integrity

7.4.6.3 Non-Tenure Track candidates for promotion shall be evaluated in the areas of:

- (1) teaching
- (2) either scholarship/creative activity/research OR service but not both
- (3)ASL and classroom discourse competence
- (4)professional integrity

7.4.6.4 To be eligible for promotion a tenure-track or tenured faculty member must have a total rating in the first three (3) areas of evaluation (as in 7.4.6.1) of 6 points or higher, no unsatisfactory rating in any area including professional integrity, and demonstrate ASL and classroom discourse competence as described in Section 6.8.6.2 or as established by the faculty member's department.

7.4.6.5 To be eligible for promotion a pre-tenure-track faculty member must have a total rating in the first two (2) areas of evaluation (as in 7.4.6.2) of 4 points or higher and no unsatisfactory rating in any area including professional integrity, and demonstrate ASL and classroom discourse

competence as described in Section 6.8.6.2 or as established by the faculty member's department.

7.4.6.6 To be eligible for promotion a non-tenure-track faculty member must have a total rating in the first two (2) areas of evaluation (as in 7.4.6.3) of 4 points or higher, no unsatisfactory rating in any area including professional integrity, and demonstrate ASL and classroom discourse competence as described in Section 6.8.6.2 or as established by the faculty member's department.

7.5 Tenure

Continuous tenure is a distinction awarded to faculty who, in the course of the probationary period, have demonstrated considerable and impressive achievement in the areas of Teaching, Scholarship/Creative Activity/Research, and Service. Only faculty who, in the opinion of their peers and of the University administration, are likely to sustain such a level of achievement can be considered for tenure. It is the responsibility of the Department, in consultation with the Dean, to define and document the criteria by which their faculty are judged. There is no automatic right to continuous tenure.

While faculty are normally expected to be professionally active in all of the above-mentioned areas, each of the three areas needs not bear equal weight in an evaluation for tenure; rather, the requirements of the Department/School/University and the skills and interests of the faculty member concerned should determine the relative importance of each area. Final decisions regarding the granting of tenure are made by the Board of Trustees on an individual basis, upon the recommendation of the Administration.

7.5.1 The Department Chairperson shall ask all tenured full-time members of the Department for their written professional judgments about the faculty member's performance in the evaluation categories. Written comments from colleagues in other Departments and at other institutions may also be solicited where appropriate. Documentation required and procedures to be followed will conform to Section 6 of the Faculty Handbook; however, it is understood that the evaluation will bear cumulatively on the faculty member's achievements and performance during the course of the entire probationary period.

7.5.2 Candidates for continuous tenure will have demonstrated competency in ASL and evidence of improvement toward achieving proficiency in ASL and competence in classroom discourse as specified in Section 6.8.6.4 of the Faculty Handbook and will hold the rank of Assistant Professor or above.

7.5.2.1 Tenure-track candidates for tenure shall be evaluated in the areas of:

- (1) Teaching
- (2) Scholarship/Creative Activity/Research

- (3) Service
- (4) ASL and classroom discourse competence
- (5) Professional Integrity

7.5.2.2 To be eligible for tenure, a tenure-track faculty member must have a total rating in the first three (3) areas of evaluation (as in 7.5.2.1) of 6 points or higher, no unsatisfactory rating in the cumulative evaluation for tenure in any area including professional integrity, and demonstrate ASL and classroom discourse competence as described in Section 6.8.6.4.

Merit Increase:

Refer to D-RE 2014 Section VII: Personnel Action Criteria

Merit Increase - 6 Levels (4-9 points)	Promotion	Tenure
<p>For TT or Tenured, at least <u>4 points in the first three areas of evaluation</u> For pre-TT or NTT, at least <u>3 points in two areas of evaluation</u> No Unsatisfactory rating in any area.</p> <p>A SCPI rating of Intermediate Plus or better. OR a target ASLPI rating of 3 or additional documentation of progress in ASL</p>	<p>For TT or Tenured, at least <u>6 points in first three areas of evaluation</u> For pre-TT or NTT, at least <u>4 points in two areas of evaluation</u> No Unsatisfactory rating in any area.</p> <p>A SCPI rating of Intermediate Plus or better. OR a targeted ASLPI rating of 3 or documentation of progress in ASL</p> <p>Time in rank requirements (Guidelines 7.4.3 or 3.2.5/3.2.6)</p>	<p>Qualifications and criteria specified in Guidelines 7.5</p>

Promotion and Tenure: Departmental Standards

In addition to the University minimum standard as articulated in the Faculty Handbook, the Department of ASL and Deaf Studies requires the following points of clarification and requirements.

The point system referred to in the Faculty Handbook is defined in the DRE with the following point allocations:

Unsatisfactory:	0 points
Satisfactory:	1 point
Commendable:	2 points
Outstanding:	3 points

Each of the three categories--teaching, scholarly/creative activity, and service--is rated by this system. The total numbers referred to below refer to these three categories.

The Faculty Handbook requires a rating of 6 points to qualify for *promotion* for tenure-track and tenured faculty (7.4.6.4) and 4 points for non tenure-track faculty (7.4.6.5). In addition, the Faculty Handbook requires a rating of 6 points to qualify for *tenure* (7.5.2.2).

This total rating of 6 is not based on the annual criteria; rather it takes into account the total number of years in the evaluation period. In determining eligibility for promotion and tenure, faculty reviewers may use the average points awarded during the entire evaluation period as one benchmark. This average serves as one indicator for promotion and/or tenure, but is not absolutely binding. Faculty reviewers may exercise their professional judgement in determining eligibility for promotion and tenure based on the merits of the Promotion DRE, which must garner a minimum rating of 6 based on a cumulative review of all years within the evaluation period. In addition, following University standards, any rating of Unsatisfactory may disqualify faculty from promotion or tenure.

The Department of ASL and Deaf Studies has agreed upon the following criteria for Promotion, according to rank:

Lecturer II	Senior Lecturer	
-- A minimum score of 4 points on the Promotion DRE which is based on a review for all years within the evaluation period.	-- A minimum score of 4 points on the Promotion DRE which is based on a review for all years within the evaluation period.	

Assistant	Associate	Full
-- a minimum score of 6 on the Promotion DRE which is based on a review for all years within the evaluation period. --terminal degree	--a minimum score of 6 on the Promotion DRE which is based on a review for all years within the evaluation period. -- at least two scholarly/creative activities from the “Commendable/Tier 2” category listed below.	--a minimum score of 6 on the Promotion DRE which is based on a review for all years within the evaluation period. -- at least one scholarly/creative activity from the “Outstanding/Tier 1” category listed below OR --at least three items from the “Commendable/Tier 2” category below.
	Tenure	
	--a minimum score of 6 on the Promotion DRE which is based on a review for all years within the evaluation period. -- at least two scholarly/creative activities from the “Commendable/Tier 2” category listed below.	

Outstanding Scholarly and Creative Activities (tier 1)

- Author/director/producer of a major creative project and/or video production
- Author or editor of a book.
- Principal Investigator or Co-PI on major grant

Commendable Scholarly and Creative Activities (tier 2)

- Author/co-author of an article or chapter in peer reviewed journal/e-journal/video journal/book

- Completed and publicly presented creative work equivalent in scope and quality to a peer-reviewed publication. (Equivalence is determined by the professional judgement of faculty reviewers.)

**ASL and Deaf Studies
REPORT OF
ON-SITE CLASS PARTICIPANT-OBSERVATION**

The Department of ASL and Deaf Studies considers the practice of classroom observation to be a constructive act of engaged teaching. We wish to encourage both faculty members to use the observation as an opportunity for dialogue on the art of teaching.

Background Information

- A. Name of faculty member being observed:

- B. Name of observer:

- C. Date of observation: Class size:

- D. Course name: Course number & section:

- E. Length of class (in minutes): Length of observation (in minutes):

Rate each area on a scale from 1 (strongly disagree) to 5 (strongly agree).

1-----2-----3-----4-----5
strongly disagree strongly agree

Part A: The Lesson

- _____ 1. The lesson focused on specific Student Learning Outcomes that were clearly stated either in class or in the course syllabus.

- _____ 2. Class time was well-utilized; time allotted was appropriate for the material covered.

- _____ 3. Material was presented clearly and in a way comprehensible to the students.

- _____ 4. Active learning strategies were used.

- _____ 5. Bilingual approaches were used during this lesson.

- _____ 6. Other: (for example, multicultural ideas were evident.)

Explain your ratings:

Part B: The Instructor (Continue using the 5-point rating scale.)

- _____ 1. The instructor appeared to provide a safe and comfortable learning environment.
- _____ 2. The instructor was knowledgeable about the material covered.
- _____ 3. The instructor was well-prepared for class.
- _____ 4. The instructor used active learning strategies to engage the students.
- _____ 5. The instructor related to the students in a positive way.
- _____ 6. Other:

Explain your ratings:

Part C: Student-Teacher Interaction (Continue using the 5-point rating scale.)

- _____ 1. The instructor facilitated a student-centered or student-engaged class.
- _____ 2. Students were actively engaged in the class.
- _____ 3. Students and the instructor were able to communicate easily and clearly with each other.
- _____ 4. The classroom was effectively managed.
- _____ 5. The instructor was able to accommodate to differing learning styles, if necessary.
- _____ 6. The instructor and students encouraged mutual respect, civility, effective communication, cooperation, and teamwork.
- _____ 7. Other:

Explain your ratings:

Part D: Summary of Instructor's Greatest Strengths:

Part E: Summary of Areas Needing Improvement and Suggestions for Further Professional Development:

OVERALL RATING	
<i>Rate each area on a scale from 1 (strongly disagree) to 5 (strongly agree).</i>	
1-----2-----3-----4-----5	
strongly disagree	strongly agree

Signature of Faculty member
completing evaluation
Date
