

D-RE: REPORT OF EVALUATION

Action: Reappointment and Promotion

Section I: Background Information

A.

Name	Raychelle Harris
Department	ASL & Deaf Studies
School	College of Arts and Sciences

B. Date of this evaluation

1/28/14

C. Rank:

Assistant Professor

D.

SCPI Rating:	Date of SCPI:
ASLPI Rating: 4+	Date of ASLPI: Fall 2009

For Tenure, targeted ASLPI rating of 2.5 or SCPI rating of **Advanced is required. For promotion, targeted ASLP rating of 3.0 or SCPI rating of Intermediate Plus is required. If the rating is below the required score, please provide additional documentation.*

E. Period of time covered by the evaluation: from January 2013 to January 2014
(time since last MI or promotion)

F. Does faculty member being evaluated hold a joint appointment with a separate administrative unit at Gallaudet or have administrative responsibilities external to the department (e.g., GRI, a second academic department, etc.?) **NO**

Section II: Teaching

From UF Guidelines, Section 2.1.2.1:

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. [Effective communication as intended by this heading is separate from and in addition to proficiency in Sign Communication as outlined in Section 2.1.2.4.]

A. List of courses taught during evaluation period

SEMESTER	COURSE #	COURSE TITLE	CREDITS	ENROLLMENT/MAX
SPRING 2014	ASL 790.OL3	Sign Language Teaching Internship	3	4/4
	ASL 795.OL2	Connecting SL Research to Practice	3	9/15
	ASL 895.OL1	Connecting SL Research to Practice	3	1/1
FALL 2013	ASL 752.OL2	Sign Language Practicum	3	8/10
	ASL 762.OL1	Seminar in Sign Language Teaching	3	19/10
SUMMER 2013	ASL 752.OL1	Sign Language Practicum	3	10/10
	ASL 790.OL1	Sign Language Teaching Internship	3	3/4
SPRING 2013	ASL 790.OL3	Sign Language Teaching Internship	3	4/4
FALL 2012	ASL 752.OL2	Sign Language Practicum	3	7/8
	ASL 752.OL3	Sign Language Practicum	3	7/8
	ASL 762.01	Seminar in Sign Language Teaching	3	12/15
SUMMER 2012	ASL 762.01	Seminar in Sign Language Teaching	3	10/15
	ASL 762.02	Seminar in Sign Language Teaching	3	15/15
SPRING 2012	ASL 790.OL5	Sign Language Teaching Internship	3	4/4
FALL 2011	ASL 752.OL2	Sign Language Practicum	3	13
	ASL 799.02	Features of ASL in Academics	3	1
	ASL 799.03	ASL Diagnostics and Therapy	3	1
	ASL 799.OL5	Academic Language – ASL/English	3	1
SUMMER 2011	ASL 741.01	Methods of Sign Language Teaching	3	18
	ASL 741.02	Methods of Sign Language Teaching	3	16
	ASL 762.01	Seminar in Sign Language Teaching	3	8
SPRING 2011	ASL 495.01	ASL Mentorship Program	3	5
	ASL 495.02	ASL Teacher Assistant	3	6
	ASL 495.03	Hong Kong Sign Language (ASSIST)	3	12
	ASL 499.01	Modeling ASL Signs	3	1
	ASL 709	ASL Media Production (ASSIST)	3	15
	ASL 760	Assessing Second Language Skills	3	6
	ASL 790	Sign Language Teaching Internship	3	4
	DST 799.03	Deaf Studies Thesis	1	1
FALL 2010	ASL 421	Introduction to ASL Instruction	3	4
	ASL 499.01	ASL Teacher Assistant Program	3	6
	ASL 499.02	ASL Mentorship Program	3	6
	ASL 741	Methods of Second Language Teaching	3	7
	ASL 762	Seminar in Sign Language Teaching	3	5
	ASL 799.01	Sign Language Teaching Internship	3	1
	ASL 799.03	ASL Film Production I	3	1
	ASL 799.04	ASL Practicum	3	1

B. List of other teaching-related activities (e.g., dissertation committees, course development, unique features, etc.) during the evaluation period:

Advising

2013 – 2014, Graduate students: 65+; Doctoral Dissertation committee, 1.

2012- 2013, Graduate students: 41

2011 – 2012, Graduate students: 36

2010 – 2011, Undergraduate students: 12; Green Gallaudet Organization Advisor
2008 – 2010, Green Gallaudet Organization Advisor

Course Development

ASL 495 ASL Mentorship Program
ASL 495 ASL Teacher Assistant
ASL 752 Sign Language Practicum Online course
ASL 745: Sign Language Teaching, Culture and History
ASL 760: Connecting Sign Language Research to Practice
ASL 770 Sign Language Planning and Advocacy
ASL 777: Digital Pedagogy in the Sign Language Field
ASL 790 Sign Language Internship Online course

Course Mentorship

ASL 421 Introduction to ASL Instruction (Fall 2011 - Brian Brizendine)
ASL 790 Sign Language Internship (Fall 2011 - Brian Brizendine)
ASL 490 ASL Internship (Spring 2012 – Don Miller)
ASL 595 si5s and Pedagogical Applications (Summer 2013 – Robert Augustus)
ASL 741 Methods of Teaching Sign Language (Summer 2012, Keith Cagle & Kim Kurz, Summer 2013 –Kim Kurz)
ASL 743 Curriculum Development for Sign Language Education (Summer 2013 – Curt Radford)
ASL 762 Sign Language Teaching Seminar (Fall 2012 to Spring 2013 – Kim Kurz; Fall 2013 to Spring 2014 – Curt Radford)
ASL 770 Sign Language Planning and Advocacy (Spring 2012 & 2013 – Joseph Murray & Keith Cagle; Spring 2014 – Robert Adam)
ASL 777 Digital Pedagogy in the Sign Language Field (Summer 2013 – Frank Griffin)
ASL 790 Sign Language Internship (Spring 2011 – Don Miller; Spring 2012 – Don Miller & Keith Cagle; Fall 2013 – Robert Adam; Spring 2014 – Keri Ogrizovich)

Program Mentorship

Masters in Sign Language Teaching advising duties (Spring 2012 to Fall 2012 – Keith Cagle)
ASL as Second Language Coordinator (Fall 2011 to Fall 2012 – Wanda Riddle)
Undergraduate ASL Coordinator (Spring 2012 to Spring 2013 – Don Miller)

Guest Lecturer

Presenter, ASL 770: Sign Language Planning and Advocacy, *Program Planning at the Collegiate Level* (January 28, 2013)
Presenter, GSR 220: Methods of Multiple Disciplines – Topics in Language Diversity, *Academic Discourse, ASL and the Formal Register* (February 24, 2011)
Presenter, ASL 709: Sign Language Media Production, *Creating a Professional Portfolio on a Website* (February 24, 2011)
Presenter, DST 700: Proseminar I, *Research Ethics in the Deaf Community* (November 30, 2012)
Presenter, ASL 770: Sign Language Planning and Advocacy, *Language Planning and Advocacy at the Collegiate Level* (January 24, 2012)

Dissertation Committee

Dan Hoffman, Deaf Studies and Deaf Education PhD candidate, Lamar University

C. Sources used in determining the rating: (*check all that apply*)

self-report peers students
 classroom observation personal observation others

D. Narrative:

Raychelle has taught a variety of courses related to ASL, education, language and culture for over 20 years for various organizations, schools and colleges. At Gallaudet University, Raychelle is entering her 6th year as a faculty member of ASL and Deaf Studies department. While at Gallaudet, Raychelle has both taught and developed over twelve different courses, taught seventeen independent study courses, and four special topics courses. She has also taught those courses for different programs and units on campus: ASL, Deaf Studies, Education, General Studies, Interpreting and Professional Studies. Those courses were also taught in different capacities, including non-degree credit, undergraduate and graduate credit courses. Raychelle also developed an additional thirteen new/revised courses, and continues to participate in and lead curricular revisions for undergraduate and graduate programs in ASL and ASL pedagogy. Raychelle also has converted the majority of the courses from onsite to hybrid and/or online courses to accommodate current trends in education.

In the Fall of 2012, due to teacher shortage, Raychelle taught three courses willingly, as long as in the Spring of 2013 she could teach one course. This was agreed to be in the best interest of the program as the spring time is a very busy semester with 30 new incoming students.

During the summer, Dr. Harris taught practicum and internship courses online, accommodating different practicum/internship schedules during the summer. In the fall, Dr. Harris team-taught one course with a new adjunct faculty and taught practicum online. In the Spring of 2014, Dr. Harris will teach internship and a new online course focused on an introduction to research with an additional 800-level section for those who want to transfer this course into their doctoral program of study.

Currently, Raychelle predominately teaches hybrid and online graduate courses preparing future ASL teachers. Often people are left with the impression that being a hybrid and/or online teacher is easier than being a face-to-face teacher. This is a mistaken assumption—the responsibilities of both online and face-to-face teaching are different and equally demanding. Raychelle has had and continues to accommodate her students' varied work schedules (some of her students work 1st, 2nd, or 3rd shift) and her students' disparate time zones as well as technological preferences (and abilities), forcing Dr. Harris to become quickly competent with a wide variety of technology to connect to her students.

Raychelle's student evaluations are consistently high. Students commend Raychelle' ability to meet with her students very frequently during evenings and on weekends via multiple video chat software to answer any questions they may have. She also is very punctual and timely with her responses to students' needs and concerns. Her ability to give detailed, constructive feedback is also a feature students appreciate.

Finally, Raychelle has provided countless hours towards mentoring tenured, new and adjunct faculty in regards to ASL program needs, including professional studies, general studies, undergraduate major/minor and graduate programs.

E. Rating: (circle one) **Unsatisfactory** **Satisfactory** **Commendable** **Outstanding**

Section III: Scholarship/Creative Activity/Research

From UF Guidelines, Section 2.1.2.2:

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

A. List of scholarly, creative, research activities conducted during evaluation period:

PUBLICATIONS

Harris, R. L. & Loeffler, S. C. (in progress). Seizing academic power: Creating Deaf counter narratives. ASLIZED!

Harris, R. L. & Mertens, D. M. (in progress). Research methods for performing research with special populations. In J. Andrews, T. Miller, D. Paris and M. Vernon (Eds.), *Selected Readings for Teachers and Other Professionals: Forensics and Deaf People*. Washington, DC: Gallaudet Press.

Harris, R. L. & Moore, J. (in progress). The Status of Online ASL Teaching in the United States. In *National Association for the Deaf Magazine*. Silver Spring, MD: NADmag

Harris, R. L. & Thibodeau, R. (in progress). Sign Language Teaching: Training. In P. Boudreault & G. Gertz (Eds.), *The Deaf Studies Encyclopedia*. Hudson, NY: Golson Press.

Harris, R. L. (in progress). Sign Language as an Academic Language. In P. Boudreault & G. Gertz (Eds.), *The Deaf Studies Encyclopedia*. Hudson, NY: Golson Press.

Paludneviene, R. M. & **Harris, R. L.** (in progress). Relationship between cochlear implants and the Deaf community. In P. Boudreault & G. Gertz (Eds.), *The Deaf Studies Encyclopedia*. Hudson, NY: Golson Press.

Harris, R. L. (in press). [Review of the book *An introduction to American Deaf culture*, by T. Holcomb]. *Sign Language Studies*, 14(3).

Harris, R. L. (in press). Seizing academic power: Creating Deaf counter narratives. *ASLIZED!.com*

Harris, R. L. (2012). Academic language in the ASL community. *Deaf Studies Digital Journal*, Issue 3.

Harris, R. L. (2012). With this book, monolingualism is curable [Review of the book *Language Policy and Planning for Sign Languages*, by T. Reagan]. *Deaf Studies Digital Journal*, Issue 3. [English-to-ASL translation].

Harris, R. L. (2012). With this book, monolingualism is curable [Review of the book *Language Policy and Planning for Sign Languages*, by T. Reagan]. *Journal of Deaf Studies and Deaf Education*, 17(1), p. 138).

Paludneviene, R. M. & **Harris, R. L.** (2011). Impact of cochlear implants on the deaf community. In R. Paludneviene & I. Leigh (Eds.), *Cochlear Implants: A New Paradigm*. Washington, DC: Gallaudet University Press.

Harris, R. L. (2011). *A case study of extended discourse in an ASL/English bilingual preschool classroom*. (Doctoral dissertation). Available from ProQuest Digital Dissertations database. (AAT 3467391).

Mertens, D. M., **Harris, R. L.** & MacGlaughlin, H. (2010). Bringing a cultural lens to research with disability and deaf communities. *The Community Psychologist*, 43(4), 11-13.

Mertens, D. M., Holmes, H. M. & **Harris, R. L.** (2009). Transformative paradigm and ethics. In D. Mertens & P. Ginsberg (Eds.), *Handbook of Social Research Ethics* (pp. 85-103). Thousand Oaks, CA: Sage Publications.

Harris, R. L., Holmes, H. M. & Mertens, D. M. (2009). Research ethics in sign language communities. *Sign Language Studies*, 9(2), 104-131.

Mertens, D. M., Brandt, S., **Harris, R. L.**, & Holmes, H. M. (2007). Project SUCCESS: Summative Evaluation Report. Unpublished manuscript.

PRESENTATIONS

Invited:

Duren, D. & **Harris, R.** (2013, November). Naming in American Sign Language. *ASL Gathering*, Gallaudet University, Washington, DC. November, 11, 2013.

Harris, R. L. (2013, August). Academic ASL. *Graduate Student Orientation*, Gallaudet University, Washington, DC. August 22, 2013.

Harris, R. L. (2013, August). ASL Rubric and Calibration. *Faculty Development*, Gallaudet University, Washington, DC. August 19, 2013.

Harris, R. L. (2013, March). Technology and ASL Teaching: Friend or Foe? *Austin ASL Professionals*, Austin, TX. March 30, 2013.

Harris, R. L. (2013, March). Fingerspelling Strategies. *National American Sign Language and English Bilingual Early Childhood Education Summit*, Austin, TX. March 22, 2013.

Harris, R. L. (2013, February). How Humanity Benefits from Deaf People and American Sign Language: A Deaf-Gain Framework. *Sam Houston State University*, Huntsville, TX. February 7, 2013.

Harris, R. L. (2013, January). ASL Rubric and Calibration. *Faculty Development*, Gallaudet University, Washington, DC. January 22, 2013.

Harris, R. L. (2012, May). ASL V: Advanced ASL. *Austin Community College*, Austin, TX. May 24, 2012.

Harris, R. L. (2012, April). Advancing Linguistic and Cognitive Skills in Deaf Children Using Extended Discourse. *Sam Houston State University*, Huntsville, TX. April 30, 2012.

Harris, R. L. (2012, April). Describing Characteristics of People in American Sign Language. *Sam Houston State University*, Huntsville, TX. April 30, 2012.

Harris, R. (2012, April). Advancing Linguistic and Cognitive Skills in Deaf Children Using Extended Discourse. *ITF 703: Strategies for Developing Communication, Language and Cognition for Deaf and Hard of Hearing Infants and Toddlers*. Gallaudet University, Washington, DC. April 4, 2012.

Harris, R. L. (2012, March). Learning ASL: Family and Friends. *University of Northern Colorado*, Greeley, CO. March 21, 2012.

Harris, R. L. (2012, March). Academic Language: Crucial Foundation of Academic Success. *University of Northern Colorado*, Denver, CO. March 20, 2012.

Harris, R. L. (2012, March). Preserve, Protect and Promote ASL: What Professionals in the ASL Community Can Do. *ASLFest! Hosted by Gallaudet University Regional Center (GURC) and Austin Community College (ACC)*. March 2, 2012.

Harris, R. L. (2012, February). Master Narratives and Counter Narratives in the Deaf Community. *Utah Valley University*, Provo, UT. February 27, 2012.

Harris, R. L. (2012, February). Academic Language Development: The Crucial Foundation for Academic Success. *Utah Valley University*, Provo, UT. February 27, 2012.

Harris, R. L. & Nunn, C. (2011, December). Features of ASL in academic settings. *ASL in Academics Lecture Series*, Gallaudet University, Washington, DC. December 2, 2011.

Harris, R. L. (2011, November). Sign Language Communities Research Ethics: Creating Deaf Counternarratives. *Class lecture: DST 700: Proseminar I*, Gallaudet University, Washington, DC. November, 30, 2011.

Harris, R. L. (2011, November). Academic language development: The crucial foundation for academic success. *New Mexico School for the Deaf* in-service training, Santa Fe, NM. November 16, 2011.

Harris, R. L. & Jackerson, J. L. (2011, November). Academic language development: The crucial foundation for academic success. *Arizona State Schools for the Deaf and Blind* in-service training, Tucson, AZ. November 11, 2011.

Harris, R. L. & Jackerson, J. L. (2011, November). Academic language development: The crucial foundation for academic success. *ASL Roundtable Conference*, Tucson, AZ. November 10, 2011.

Harris, R. L. & Jackerson, J. L. (2011, November). Academic language development: The crucial foundation for academic success. *Phoenix Day School for the Deaf*, Phoenix, AZ. November 9, 2011.

Harris, R. L. (2011, October). Academic language development: The crucial foundation for academic success. *Texas School for the Deaf*, Austin, TX. October 14, 2011.

Harris, R. L. (2011, October). Advancing linguistic and cognitive skills in deaf children using extended discourse. *University of Texas Department of Linguistics*, Austin, TX. October 14, 2011.

Harris, R. L. (2011, September). Culturally Inclusive Interpreting: Which culture? Whose inclusion? *Gallaudet University Regional Interpreter Education Center*, Washington, DC. September 14, 2011.

Harris, R. L. (2011, April). Advancing linguistic and cognitive skills in deaf children using extended discourse. *National American Sign Language and English Bilingual Early Childhood Education Summit*, Washington, DC. April 8, 2011.

Harris, R. L. (2011, February). [Academic discourse in English and ASL](#). *ASL in Academics Lecture Series*, Gallaudet University, Washington, DC. February 18, 2011.

Harris, R. L. (2010, October). A case study of extended discourse in an ASL/English preschool classroom. *Visual Language, Visual Learning Lecture Series*, Washington, DC. October 13, 2010.

Harris, R. L. (2010, October). Extended discourse in an ASL/English bilingual early childhood classroom. *Kendall Demonstration Elementary School (KDES) Faculty and Staff Professional Development Day*, Washington, DC. October 1, 2010.

Harris, R. L. (2010, September). Preparing to meet the wizard: Tips and resources. *Visual Language, Visual Learning Student Orientation*, Washington, DC. September 11, 2010.

Harris, R. L. (2010, September). Sign language communities research ethics. *Visual Language, Visual Learning Student Orientation*, Washington, DC. September 10, 2010.

Conference:

Bahan, B., Bienvenu, M., Cagle, K., **Harris, R.**, Hochgesang, J., Murray, J., Paludnevicius, Z., Pichler, D., and Sirvage, R. (2013, July). Innovative ASL Tools. *American Sign Language Teachers Association* national biannual conference, Charlotte, North Carolina.

Harris, R. L. (2011, July). Academic use of ASL: Advancing linguistic and cognitive development in deaf children. *American Sign Language Teachers Association* national biannual conference, Seattle, Washington. July 2, 2011.

Harris, R. L. (2010, July). A case study of extended discourse in an ASL/English bilingual preschool classroom. Presented as a part of a symposium titled The Language and Literacy Connection: Extended Discourse in ASL/English Homes and Classrooms at *International Congress on the Education of the Deaf*, Vancouver, Canada. July 22, 2010.

Harris, R. L. & MacGlaughlin, H. M. & Mertens, D. M. (2010, July). Partnerships between educators and researchers: Sign language community research ethics. *International Congress on the Education of the Deaf*, Vancouver, Canada. July 21, 2010.

Harris, R. L. & MacGlaughlin, H. M., Mertens, D. M. & Guteng, S. (2010, July). Voices of new teachers: Implications for teacher preparation of deaf and hard of hearing students with multiple disabilities. *International Congress on the Education of the Deaf*, Vancouver, Canada. July 19, 2010.

RESEARCH GRANTS

2013 – 2014

Planning Committee Member, National Symposium on Language Research and Teaching (NSSLRT), National Science Foundation led by Drs. Hauser and Kurz

2012 – 2013

Member, Historical Sign Language Corpora/Database National Endowment for the Humanities Grant led by Dr. Supalla

Planning Committee Member, National Symposium on Language Research and Teaching (NSSLRT), National Science Foundation led by Drs. Hauser and Kurz

Co-Principal Investigator, Deaf-Blind project with Dr. Cynthia Neese Bailes (funding available, currently applying for IRB approval)

REVIEWER

Youth Resilience & Culture, Chapter Review within an Edited Book, 2013

Equality, Diversity and Inclusion: An International Journal, 2012

Issues in Intercultural Communication Journal, 2011

Sign Language Studies Journal, 2011

Qualitative Inquiry Journal, 2010

B. Sources used in determining the rating: *(check all that apply)*

self-report

peers

personal observation

other

C. Narrative:

On top of her year-round, three semester (fall, spring and summer) teaching and coordinating duties, Raychelle was able to publish one book (her dissertation), two book chapters, three book reviews, two academic journal publications, two in-progress encyclopedia submissions, and a newspaper article in a psychology magazine. She was also able to review five different journal article and book chapter submissions.

Raychelle has been invited to present at over 40 different venues internationally (colleges, deaf schools, universities and organizations). She was also asked to endnote a national conference, but declined because she felt the honor should go to a person of color, traditionally underrepresented at this particular conference venue. Raychelle has presented at numerous conferences, including American Sign Language Teachers' Association, International Congress on the Education of the Deaf, Association for College Educators of Deaf and Hard of Hearing, American Evaluation Association, National ASL and English Bilingual Early Childhood Education Summit, Gallaudet University Regional Interpreter Education Center, ASL Roundtable, Revolutions in Sign Language Studies, Visual Language and Visual Learning Lecture Series, and Conference for Community and School Awareness for Deaf, Hard of Hearing and DeafBlind.

Currently, a co-coordinator position is being advertised to work with Raychelle. When hired, Raychelle will begin teaching two semesters a year, in the spring and the summer and have fall semesters off from teaching to focus on research in the ASL teaching field which is made so very much more essential for an ASL/English bilingual University. This is an anticipated future solution, as Raychelle currently coordinates this program year-round, advising 60+ active students in a condensed, intensive time period of 15 months. Once this solution is in place, Raychelle's contributions to this area of scholarship will continue to be an invaluable asset to the Department, the University and the field of sign language studies.

Despite Dr. Harris' struggles to find time outside of her teaching and year-round coordinating duties to focus on research, especially when Dr. Harris teaches three semesters a year (fall, spring and summer), and top of her teaching and coordinating duties, Dr. Harris was still able to present at 4 different events, initiate some publications in progress, participate as a member of a grant, and do a chapter review. Of even greater note is that she is being called upon as one of the leading scholars in the emerging area of inquiry—academic uses of American Sign Language. Dr. Harris' contributions to this area of scholarship is an invaluable asset to the Department, the University and the field of sign language studies.

In addition, she is a versatile scholar, who is able to present on assessment, curricular design, early childhood language acquisition, language teaching methodology, specialized discourses (such as Academic ASL) and advocacy for sign language peoples.

According to Department criteria, Dr. Harris is eligible for a rating of outstanding. While this signifies the merit of her scholarly presentations, there is little in the way of research which is needed for the Department. This discrepancy points toward the faults within the evaluation system, which could reasonably assign a rating of Commendable. However, until this system is updated, Dr. Harris has earned a rating of Outstanding.

D. Rating: (circle one) **Unsatisfactory** **Satisfactory** **Commendable** **Outstanding**

Section IV: Service

From UF Guidelines, Section 2.1.2.3:

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. A faculty member is also expected to participate responsibly and with professional and intellectual candor in department, school, and faculty activities.

A. List of service activities engaged in during evaluation period:

2013-2014

Student Body

-Advisor, 60+ graduate students - 30 new students, 30 returning students annually (on-going)

Program – Masters in Sign Language Education

-Co-coordinator, MA-SLED events (e.g. Graduate Student Orientation, Welcome Back Luncheon, Farewell/Program Graduation)

-Program revisions to streamline application process, add two new courses, and other minor revisions including updating SLOs

-Coordinated practicum and internship placement

-Maintain 2011, 2012 and 2013 private Facebook pages for MA-SLED alumni and students

-Sole respondent, signlanguageeducation@gallaudet.edu email inquiry address

-Coordinate program applicant reviews and recommendations

-Maintain program website (and handbook)

-Work with Dr. Thumann re: NCATE accreditation process

Academic Department

-Member, ASL Ph.D. program committee (on-going)

-Evaluator, New incoming students (August 2013)

-Mentor, JumpStart: American Sign Language coordinator/faculty (July-August 2013)

-Member, SLCC 3102 renovation team (completed June 2013)

-Presenter, Dr. Nathie Marbury Dedication & Award, Austin Community College (March 2, 2013)

-Presenter, ASL 770: Sign Language Planning and Advocacy, *Program Planning at the Collegiate Level* (January 28, 2013)

-Presenter, Technology Tools for Online Teaching, ASL and Deaf Studies Retreat (January 21, 2013)

The University

-Co-presenter, Naming in ASL, *ASL Gathering*, November 11, 2013

-Presenter, Academic ASL, *Graduate Student Orientation*, August 22, 2013

-Presenter, ASL Calibration workshop, *Faculty Development Week*, August 19, 2013

-Advisory board member, *Critical Studies in the Education of Deaf Learners* Ph.D. program

-Member, Gallaudet Smoking Policy committee (group currently inactive)

-Member, Graduate Dean Search Committee (August 2012 – February 2013)

-Presenter, ASL Calibration workshop, *Faculty Development Week*, January 22, 2013

Professional Community

-Interviewee, Deaf Perspectives, Sorenson Headquarters, December 21, 2013

-Screeener, ASL Teachers Association (ASLTA) Conference Call for Papers Screening Committee, 2013

-Member, Texas ASL Curriculum Team

-Member, Austin ASL Professionals

-Consultant, Austin Community College ASL & ITP, San Antonio College ASL & ITP program & Sam Houston State University ASL program.

Selected Professional Development

- Applying the Quality Matters Rubric (APPQMR) online course, July 30, 2013
- ASL Assimilation, Franky Ramont Schussel, Austin Community College, June 1, 2013
- ASL Politics: A Necessary Evil, Ritchie Bryant, Austin Community College, April 27, 2013
- True-Work ASL Curriculum training, Austin Community College, January 8 – 9, 2013

2012-2013

Student Body

- Consult, Green Gallaudet/Sustainability Director, Student Body Government (on-going)

Program – Masters in Sign Language Teaching

- Coordinator, MA in SLT program.
- Respondent, SignLanguageTeaching@gallaudet email address
- Advisor, 60 students - 30 new students, 30 returning students annually (on-going)
- Co-coordinator, MA-SLT events (e.g. Graduate Student Orientation, Welcome Back Luncheon, Farewell/Mock Graduation)
- Maintain 2011, 2012 and 2013 private Facebook pages for MA-SLT students
- Coordinate program applicant reviews and recommendations
- Co-develop program handbook
- NCATE accreditation process

Academic Department

- Recruiter, Academic Fair (August 23, 2012)
- Evaluator, New incoming students (August 2012)
- Member, ASL & Deaf Studies Ph.D. program Committee (on-going)
- Member, SLCC 3102 renovation team (on-going)
- Presenter, Technology Tools for Online Teaching, ASL and Deaf Studies Retreat (January 21, 2013)
- Advisor on ASL Program needs, (to Chairperson)

The University

- Advisory board member, *Critical Studies in the Education of Deaf Learners* Ph.D. program
- Member, Gallaudet Smoking Policy committee (on-going)
- Member, Graduate Dean Search Committee (August 2012 – February 2013)
- Presenter, ASL Calibration workshop during Faculty Development Week (January 22, 2013)
- Panelist, Department of Education Ph.D. Graduate Orientation (August 25, 2012)

Professional Organizations

- Screener, ASL Teachers Association (ASLTA) Conference Call for Papers Screening Committee
- Member, Texas ASL Curriculum Team
- Member, Austin ASL Professionals

Selected Professional Development

- Enhancing Instructor Presence in the Online Language Classroom, Oct 10, 2012 Wiley Faculty Network
- Digital Faculty: Professors, Teaching and Technology, 2012, Sept 24, 2012, Inside Higher Education

2011-2012

- Trained and supervised two new full-time temporary faculty positions for the ASL as a second language program as well as new visiting professor for Spring 2011 for BAI with contingency students. Arranged adjunct instructor for Media Production course, and continuing to give her support as department faculty.

-Sole faculty in creating and implementing the first Welcome Orientation for MA-SLT program June 2011.

-Actor, [Gallaudet Technology Services: Behind-the-Scenes](#)

-Establishment of new 15 month/Online Sign Language Teaching MA degree program; three new courses developed (ASL 724, 750 and 770). Coordinated MA-SLT program.

-Intensive revisions of ASL undergraduate program; five new courses developed (ASL 201, 202, 203, 401 and 490; revised six courses (ASL 101, 102, 301, 303, 304, 480); added ASL as a minor, and revised ASL as a major requirements (all approved May 2011).

-Revisions of ASL graduate courses: ASL 709, 741, 743, 760, 762 and 790 – all approved by Senate May 2011. Submitted new revisions for MA-SLT program and following courses: ASL 709, 724, 752, 762, 770 and 790 (pending CGE and Faculty Senate approval).

-Helped support the Spring 2012 faculty/staff ASL courses for campus.

-Coordinated all internship and practicum placements for MA-SLT program.

-Attended several GSPP chairs meetings and a part of the Chair's orientation in department chair's place, and attended numerous administrative meetings in Spring 2011 regarding University changes and direction in supporting BAI with contingency students.

-Cleaned up department kitchen, office area, open area as well as picked up mail & distributed to faculty frequently during the year. Added door labels for offices and established mailboxes for new faculty. Helped clean up & set up new offices for faculty. Maintain e-cycling box in copy room.

-Member of Gallaudet Smoking Policy committee, which resulted in a smoke-free campus as of September 2011.

-Awarded Kappa Gamma Faculty of the Year, May 2011

-As coordinator of MA-SLT program, interviewed all candidates for Summer 2011 hires and made recommendations.

-Maintains MA-SLT Facebook Groups for 2011 and 2012 cohort

-Performed in and produced a marketing video for MA in Sign Language Teaching

-Journal reviewer for *Issues in Intercultural Communication Journal* and *Sign Language Studies*.

2010-2011

-Trained and supervised two new full-time temporary faculty positions for the ASL as a second language program as well as new visiting professor for Spring 2011 for BAI with contingency students. Arranged adjunct instructor for Media Production course, and continuing to give her support as department faculty.

-Establishment of new 15 month/Online Sign Language Teaching MA degree program; three new courses developed (ASL 724, 750 and 770)

-Intensive revisions of ASL undergraduate program; seven new courses developed (ASL 195, 295, 395, 201, 202, 203, 401 and 490; revised six courses (ASL 101, 102, 301, 303, 304, 480); added ASL as a minor, and revised ASL as a major requirements (all pending CUE & Senate approval).

-Revisions of ASL graduate courses: ASL 709, 741, 743, 760, 762 and 790 (all pending CGE & Senate approval).

-Offered a new free faculty/staff ASL courses for campus employees and helped establish the *ASL in Academics* Lecture Series, both based on campus demand, and both new, innovative program ideas.

-Immediately established visiting professor position with department in response to emergency demand from administration to provide ASL skill courses for BAI students with contingency.

-Attended several GSPP chairs meetings and a part of the Chair's orientation in department chair's place, and attended numerous administrative meetings in Fall 2010/Spring 2011 regarding University changes and direction in supporting BAI with contingency students.

-Cleaned up department kitchen, office area, open area as well as picked up mail & distributed to faculty frequently during the year. Added door labels for offices and established mailboxes for new faculty. Tracked/completed inventory the number of furniture in each office and cleaned & set up new offices for faculty. Moved Student worker's items to other office so new faculty could move in. Maintained e-cycling box in copy room.

-Updated and did some maintenance work on Department website.

-ASL consultant for Faculty Senate Presidential Interview videos and ASL model and translator for Office of Bilingual Learning and Teaching ASL terminology translation videos.

-Member of Gallaudet Smoking Policy committee and Academic Technology Webconferencing Tester.

-Took two PST courses (Transcription of Sign Language under Julie Hochgesang and Depiction under Dr. Paul Dudis) during Spring 2010.

-Profiled in the annual Buff and Blue YOU Issue, 2010 and Roving Reporter, June 2010.

-Profiled in the annual Gallaudet Recruiting Magazine, 2010

-Awarded Faces of Graduate Faculty, Fall 2010

-Interview Committee member for one TT position (Spring 2010) and two FTT positions (Summer 2010).

-Established ASL & DST Alumni Facebook Group

-Produced a marketing video and brochure for new, pending MA in Sign Language Teaching.

B. Sources used in determining the rating: *(check all that apply)*

self-report peers personal observation other

C. Narrative:

Raychelle has been the academic advisor for over 160 undergraduate and graduate students in a 4-year span, and she is currently advising over 60 graduate students this academic year alone. She is the sole full-time faculty dedicated to a intensive, year-round hybrid graduate program serving 60+ graduate students. She also juggles being the practicum/internship placement coordinator for all of her advisees as well as co-coordinating multiple events, such as the MA-SLED Graduate Student Orientation, Welcome Back Luncheon and Program Graduation. She has also been an advisor for a very active student organization for three years.

For her department, Raychelle has successfully proposed and established a new online/hybrid graduate degree program that has received the second highest number of applicants, and the highest number of students of all graduate programs at Gallaudet for four consecutive years. During her tenure, she has not yet failed to submit new and/or revised program and/or course proposals via Councils of Undergraduate and Graduate Education on an annual basis, showing her steadfast dedication to upgrading degree programs and course design at Gallaudet.

Raychelle has completed a Stage 1 proposal for a Ph.D. program in ASL, and is currently working on a Stage 2 proposal as well as on K-12 accreditation for ASL teaching with the Department of Education. She also assists in the evaluation of new incoming ASL signers, participated in the design and renovation of the department classroom, lab and studios, coordinated the university representation at Dr. Nathie Marbury's dedication at Austin Community College, and presented for other faculty within the department as well as for other departments and to department faculty during departmental retreats.

At the University level, Raychelle has given multiple workshops during the faculty development week and during Gallaudet's graduate student orientation, and participates as a board member for Gallaudet's Critical Studies in the Education of Deaf Learners Ph.D. program, interview member on a Graduate Dean Search committee, several faculty interview committees as well as a member of the Gallaudet Smoking Policy committee.

On top of that, Raychelle continues to hone her technological and pedagogical skills by attending multiple professional development opportunities as well as completing online courses in the art of online teaching, with Gallaudet's eCurriculum and Quality Matters.

There is no question that Raychelle's commitment to the coordination and support of the MA-SLED program has been nothing less than stellar. Her service has single-handedly supported the Department mission and Gallaudet Strategic Plan, increasing enrollment, retention and prestige.

As chair, I have witnessed the admirable level of attention to detail this positions warrants. Raychelle has performed an outstanding amount of service, especially in her role as Coordinator of the MA – SLED program. Unlike any other program on campus, the MA-SLED is offered in a hybrid format, making the coordination of logistics an immensely time consuming activity. There are over 60 students enrolled in this low-residency program. In addition, she has served on the Dean's search committee.

D. Rating: (circle one) **Unsatisfactory** **Satisfactory** **Commendable** **Outstanding**

Section V: Professional Integrity

A. Narrative:

On a frequent basis, Dr. Harris emphasizes academic professionalism with her graduate students by modeling and reinforcing appropriate behavior. Not only that, Dr. Harris also gives direct and constructive feedback to graduate students in becoming professionals. She clearly values the integrity of the program, department and the university. At the university and departmental level, Dr. Harris is respected by her colleagues and co-workers. As a faculty member in a Distance Faculty relationship, demonstration of integrity is especially important. After several years of this relationship, Dr. Harris' professional integrity is unquestioned. She is a model for others to follow.

B. Rating: (circle one) **Unsatisfactory** **Satisfactory**

Section VI: Rating Summary and Calculation of Points

First three areas of evaluation	Sign Communication	Areas of Evaluation	Rating (circle)	Merit Points	Other Points
Unsatisfactory 0 points	For Tenure, ASLPI targeted score 2.5 or higher; SCPI must be Advanced or higher	1, Teaching	U S C <u>O</u>		
Satisfactory 1 point	For Promotion/ MI, ASLPI targeted score is 3.0 or higher; SCPI must be Intermediate Plus or higher	2. Scholarship – Creative Activity-Research	U S C <u>O</u>		
Commendable 2 points		3. Service	U S C <u>O</u>		
Outstanding 3 points	Refer to Faculty Guidelines Sections 6.8.6.2 thru 6.8.6.4	4. Sign Communication ASPLI date: Fall 2009	4+	N/A	
		5. Professional Integrity	U S	N/A	
		Total:			

Section VII: Personnel Action Criteria

Merit Increase - 6 Levels (4-9 points)	Promotion	Tenure
<p>At least 4 points in the first three areas of evaluation</p> <p>No Unsatisfactory rating in any area. A SCPI rating of Intermediate Plus or better.</p> <p>A target ASLPI rating of 3.0 or additional documentation of progress in ASL</p>	<p>At least 6 points in first three areas of evaluation.</p> <p>No Unsatisfactory rating in any area. A SCPI rating of Intermediate Plus or better.</p> <p>A targeted ASLPI rating of 3.0 or documentation of progress in ASL</p> <p>Time in rank requirements (Guidelines 7.4.3)</p>	<p>Qualifications and criteria specified in Guidelines 7.5</p>

Section VIII: Summary/Recommendations

Narrative highlighting recommendations for continued development as a faculty member and prospects for future personnel action:

I highly recommend that Dr. Harris be re-appointed and be given the rank of associate professor.

Dr. Harris is an effective, organized and dedicated teacher, often meeting with her students at odd hours. Her student evaluations are consistently high. As a coordinator, she has submitted program and course revisions on an annual basis based on faculty feedback and student evaluations. This shows she is never content with the program and course offerings and is always striving to keep up with changes in the field. As an online faculty for most of the year, Dr. Harris also keeps up to date regarding new technological innovations and she incorporates those into her teaching immediately. She also is working towards her online certification at Gallaudet, completing Applying Quality Matters Rubric (APPQMR) certification August 2013, and enrolling in an advanced course focused on reviewing online courses, called APPQMR Reviewer in January 2014 with the goal of becoming at Gallaudet online faculty reviewer.

Dr. Harris' scholarship performance could be more focused on the field of ASL teaching, especially when the need for research-based pedagogical findings are at an all-time high. However, her year-round work commitments make it almost impossible for her to find time to focus on research. For this reason she is strongly encouraged to participate in the next round of the Gallaudet Scholarship of Teaching and Learning Initiative where she can integrate her teaching load with her research load. This is particularly suited for the work that Dr. Harris is engaged in, since she is coordinating what is essentially a teacher education program. There is a large need to understand how students learn in an online/hybrid learning scenario. Dr. Harris is uniquely suited to lead this domain of inquiry. By being a member of GSTLI 2.0 she would receive support for her research.

Dr. Harris' service performance is incredible, especially because she is coordinating and advising 60 students year-round on top of her other service commitments to the department. In sum, Dr. Harris is an invaluable asset to the department and to the University.

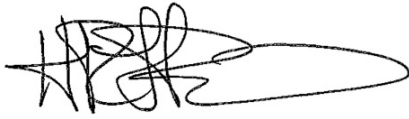
Section IX: Recommendations

Based on this evaluation and the criteria for personnel actions summarized above, the following action is recommended: *(Check where appropriate)*

Reappointment Non-reappointment Tenure
Dismissal

Merit Increase: (Number Points Earned:)

Promotion to new Rank: Associate Professor



Chair¹ _____ Date 2/28/14

Faculty member comments (optional):



Faculty Member² _____ Date 2/26/14

¹ If this evaluation pertains to a department Chair, the Dean or other department member designated by the Dean will prepare and sign the form.