

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
Fall 2016	ASL 741.OL1	Methods and Theories of Teaching Sign Language	3	13/15
	ASL 741.OL2	Methods and Theories of Teaching Sign Language	3	12/15
		TOTAL	6	
Spring 2016	ASL 790.OL1	Sign Language Teaching Internship	3	6/6
	ASL 790.OL2	Sign Language Teaching Internship	3	6/6
	ASL 790.OL3	Sign Language Teaching Internship	3	6/6
		TOTAL	9	
Fall 2015	ASL 752.OL1	Sign Language Practicum	3	13/15
	ASL 752.OL2	Sign Language Practicum	3	12/15
		TOTAL	6	
Summer 2015	ASL 741.HY1	Methods and Theories of Teaching Sign Language	3	13/15
	ASL 741.HY2	Methods and Theories of Teaching Sign Language	3	14/15
	ASL 750.HY1	Assessing Sign Language Skills	3	13/15
	ASL 750.HY2	Assessing Sign Language Skills	3	14/15
		TOTAL	12	
Spring 2015	ASL 790.OL1	Sign Language Teaching Internship	3	6/6
	ASL 790.OL2	Sign Language Teaching Internship	3	6/6
	ASL 790.OL3	Sign Language Teaching Internship	3	6/6
		TOTAL	9	
Summer 2014	ASL 750.HY1	Assessing Sign Language Skills	3	17/15
	ASL 750.HY2	Assessing Sign Language Skills	3	14/15
	ASL 752.OL1	Sign Language Practicum	3	5/10
	ASL 790.OL1	Sign Language Teaching Internship	3	5/6
		TOTAL	12	
Spring 2014	ASL 790.OL3	Sign Language Teaching Internship	3	4/4

	ASL 795.OL1	Connecting Sign Language Research to Practice	3	9/15
	ASL 895.OL1	Connecting Sign Language Research to Practice	3	1/1
		TOTAL	9	
Fall 2013	ASL 752.OL1	Sign Language Teaching Practicum	3	8/10
	ASL 762.OL2	Seminar in Sign Language Teaching	3	19/15
		TOTAL	6	
Summer 2013	ASL 752.OL1	Sign Language Practicum	3	10/10
	ASL 790.OL1	Sign Language Teaching Internship	3	3/4
		TOTAL	6	
Spring 2013	ASL 790.OL3	Sign Language Teaching Internship	3	4/4
		TOTAL	3	
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
		TOTAL	9	
Summer 2012	ASL 762.01	Seminar in Sign Language Teaching	3	10/15
	ASL 762.02	Seminar in Sign Language Teaching	3	15/15
		TOTAL	6	
Spring 2012	ASL 790.OL5	Sign Language Teaching Internship	3	4/4
		TOTAL	3	
Fall 2011	ASL 752.OL2	Sign Language Practicum	3	13/10
	ASL 799.02	Features of ASL in Academics	3	1/1
	ASL 799.03	ASL Diagnostics and Therapy	3	1/1
	ASL 799.OL5	Academic Language – ASL/English	3	1/1
		TOTAL	12	
Summer 2011	ASL 741.01	Methods of Sign Language Teaching	3	18/15
	ASL 741.01	Methods of Sign Language Teaching	3	16/15
	ASL 762.01	Seminar in Sign Language Teaching	3	8/10
		TOTAL	9	
Spring 2011	ASL 495.01	ASL Mentorship Program	3	5/5
	ASL 495.02	ASL Teaching Assistant Program	3	7/7
	ASL 495.03	Hong Kong Sign Language (assist)	3	12/15
	ASL 499.01	Modeling ASL Signs	3	1
	ASL 709.01	ASL Media Production (assist)	3	15/15
	ASL 760.01	Assessing Second Language Skills	3	6/15

	ASL 790.01	Sign Language Teaching Internship	3	4/4
	DST 799.03	Deaf Studies Thesis	3	1
		TOTAL	18-24	
Fall 2010	ASL 421.01	Introduction to ASL Instruction	3	4/15
	ASL 499.02	ASL Mentorship Program	3	1/1
	ASL 499.03	ASL Mentorship Program	3	1/1
	ASL 499.04	ASL Mentorship Program	3	1/1
	ASL 499.05	ASL Mentorship Program	3	1/1
	ASL 499.06	ASL Mentorship Program	3	1/1
	ASL 499.07	ASL Mentorship Program	3	1/1
	ASL 499.08	ASL Mentorship Program	3	1/1
	ASL 499.09	ASL Mentorship Program	3	1/1
	ASL 741.01	Methods of Second Language Teaching	3	7/15
	ASL 762.01	Seminar in Sign Language Teaching	3	5/15
	ASL 799.01	Sign Language Teaching Internship	3	1/1
	ASL 799.03	ASL Film Production I	3	1/1
	ASL 799.04	ASL Practicum	3	1/1
		TOTAL	42	
Spring 2010	ASL 760.01	Assessing Second Language Skills	3	5/15
	ASL 790.01	Sign Language Teaching Internship	3	5/15
	ASL 762.01	Seminar in Sign Language Teaching	3	5/15
		TOTAL	9	
Fall 2009	ASL 741.01	Methods & Theories of Second Language Teaching	3	5/15
	GSR 103	Introduction to ASL & Deaf Studies	3	15/15
	ASL 699	Improving Sign Language of Teachers at Thai Deaf Schools	3	1/1
		TOTAL	9	
Spring 2009	INT 453.01	Interpreting Instruction: Business & Government	3	5/10
	INT 494.01	Senior Seminar	3	5/10
		TOTAL	6	
Fall 2008	INT 714.01	Formal ASL	3	10/10
		TOTAL	3	

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

Course Development/Revision (asterisks indicate course proposals through CUE/CGE)

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*
GSR 103: Introduction to ASL and Deaf Studies

Course Mentorship

ASL 421 Introduction to ASL Instruction (Fall 2011 - Brian Brizendine)
ASL 490 Sign Language Internship (Fall 2011 - Brian Brizendine, 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, 2014, 2015 – Curt Radford)
ASL 752 Sign Language Practicum (Fall 2016 – 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; Spring 2016 – co-taught with Curt Radford; Summer 2016 – assisted Keith Cagle; Fall 2016 – assisted Curt Radford)

Program Mentorship

Masters in Sign Language Education (Summer/Fall 2014; January 2015) – Bauman/Boudreault
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 762: Seminar in Sign Language Education, *MASLED Mock Interviews* (March 4-5, 2014)

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)

Presenter, INT 744: Medical Discourse, *A Case Study of Extended Discourse in an ASL/English Bilingual Preschool Classroom* (October, 8, 2009)

Dissertation Committee

Dan Hoffman, Deaf Studies and Deaf Education, Ed.D. candidate, Lamar University, completed 2014.

Teaching Awards

College of Arts and Sciences Graduate Teaching Award, 2014

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

self-report peers students
 classroom observation personal observation others (adjunct)

D. Narrative:

Department Standards:

In an overall review of her teaching, Raychelle meets all the criteria for the Departmental standards for Outstanding, beginning with meeting all criteria for the Satisfactory rating.

1) Syllabi meet university syllabus requirements and reflect current trends and effective practices in area of expertise or content area: New features of Raychelle's syllabi includes a pie chart depicting the percentages of each weighted assignment for her course, a photo of the front cover and ISBN number of each required book, and a chart demonstrating assignment due dates in a weekly format in her syllabi. Again, her syllabi are model syllabi for anyone in the Department or University to follow

2) Ensures compliance (classroom meeting times, student activities and assignments) with university credit hour policy: Raychelle has consistently demonstrated a high degree of ability to ensure her online courses carry similar requirements to an onsite course. Ironically, she may be even more accessible than instructors who are present physically.

3) Demonstrates appropriate and current use of course assessments (i.e. rubrics, examinations, checklist): Raychelle has developed, and continues to revise the majority of rubrics and checklists for the assignments in nearly all online courses offered by the MASLED program.

4) Establishes and complies clear expectations regarding response time to student communication, including email, and expectations of when assignments will be returned: Raychelle has consistently exceeded expectations in her responsiveness to student inquires through different avenues, as well as including an online booking format (raychelle.youcanbook.me) and online office hours meeting spot (appear.in/raychelle).

5) Reports assessment data to modify curriculum and instruction to increase instructional effectiveness: During Spring 2016, Raychelle completed all Unit Effectiveness Planning (UEP) and Learning Assessment Update (LAU) requirements sent to her by the previous program coordinator in a timely manner, and frequently participated in meetings with the program coordinator to increase instructional effectiveness across all courses in the program. In Fall 2016, Raychelle became co-program director of the MASLED program, and completed curriculum mapping for the MASLED program with Office of Academic Quality, a new achievement that was not completed in the past two years. She is currently working on the upcoming UEP and LAU reports for the new cycle.

6) Complies with deadlines for requests to meet Department and University requirements of syllabus reporting: Raychelle has met all deadlines for syllabi reporting in this DRE cycle.

In addition, Raychelle meets at least 3 criteria for the rating of Commendable. The Department criteria state that 5 or more indicators in the Commendable column or one in the Outstanding column warrants a rating of Outstanding. Here are in total, six different indicators from the Commendable column are listed:

1) Participates in or leads curriculum development and significant revision within existing courses: Raychelle built *ASL 741: Methods and Theories of Teaching Sign Language* course online for the first time during Fall 2016 which requires significant materials development. In addition, she has basically created the entire curriculum for the MASLED program. There is no question of her meeting this criteria for she is constantly revising and improving existing courses.

2) Use of creative teaching strategies or of current educational technologies: Raychelle was the first in the department and possibly the university in implementing multi-video internship observations during Spring 2016. Interns would set up multiple devices in the classroom, allowing the observers to observe the classroom from the left, center and right side of the classrooms, ensuring full access to the class content. She has been an early adopter of technology used to advance student learning.

3) Conduct periodical student evaluations of course and reports reliable data of students meeting outcomes: Throughout the tenure period, Raychelle has consistently reported course data for LAU reports. She also applies course feedback and suggestions immediately in future course revisions.

4) Completion of online certification training: Raychelle completed Quality Matters' Applying the Quality Matters Rubric (APPQMR) course Summer 2013, Gallaudet's eCurriculum online course

Fall 2014, two Sloan-C courses (now renamed Online Learning Consortium) Fall 2014, Quality Matters' Peer Reviewer Course Spring 2014, Multi-Media Tools and Apps to Enhance Student Learning, Summer 2015, Go-React: Online Video Assessment Made Ridiculously Easy, Summer 2015.

5) Attend workshops and training on making teaching and learning more inclusive and to include diverse perspectives in courses: Inclusion By Design: Survey Your Syllabus and Course Design, January 2016; Multicultural Competency Building and Curriculum Transformation Institute (MCBCTI), March 24 & 25, 2016, Pro-Tactile and DeafBlind Interpreting: An Introduction, Sarah Morrison & Hayley Broadway, July 13, 2016; Pro-Tactile Happy Hour, July 16, 2016, National Deaf People of Color conference, July 2016.

6) Broaden teaching expertise/background: While Raychelle is an expert ASL teacher, Raychelle has been attending multiple workshops and training in becoming a Deaf interpreter, as interpreting training/teaching is a crucial component of being an ASL teacher. Raychelle became fully certified with Texas' Board of Evaluation of Interpreters (BEI) Spring 2015, and passed the Registry of Interpreters for the Deaf (RID)'s Knowledge exam for Certified Deaf Interpreter (CDI) certification December 2015. Both certifications require regular workshop attendance, and Raychelle has been attending various interpreting workshops. During the evaluation period for this DRE, Raychelle has attended over 35 hours of workshops in the areas of legal and court interpreting and becoming a support service provider (SSP) for the DeafBlind community. Raychelle's goals is to become court certified and achieving the top level of certification with BEI.

DRE History during the evaluation period:

Year	Rank	Teaching Rating
2016 -2017	Associate Professor	Outstanding
2015 – 2016	Associate Professor	Outstanding
2014 – 2015	Associate Professor	Outstanding
2013 – 2014	Assistant Professor	Outstanding
2012 – 2013	Assistant Professor	Outstanding
2011 – 2012	Assistant Professor	Outstanding
2010 – 2011	Assistant Professor	Outstanding
2009 – 2010	Instructor	Outstanding
2008 – 2009	Instructor	Outstanding

Raychelle is entering her 11th year as Gallaudet employee, 10th year as a faculty member at Gallaudet, and 9th year as an ASL & Deaf Studies faculty member.

Raychelle has taught a variety of courses related to ASL, education, language and culture for over 20 years for various organizations, schools and colleges. 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 and 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.

Raychelle has had and continues to accommodate her students' varied work schedules (some of her students work 1st, 2nd, or 3rd shift or weekends) and her students' disparate time zones as well as technological preferences (and abilities), forcing Raychelle to become quickly competent with a wide variety of technology to connect to her students, including the adoption of DeafVideo.tv video discussion technology in her Spring and Fall 2016 courses for ASL-based discussion. Raychelle also tested and implemented an online booking app for students to use in scheduling (and rescheduling/cancelling) appointments with her at raychelle.youcanbook.me. She also was one of the first in her department to test and apply the use of appear.in/raychelle for her office hours and multi-video internship observations.

Experienced and expert online professors Dr. Curt Radford (Utah State University) and Frank Griffin (ASL Connect) evaluated Raychelle's online courses in September 2016 and gave her top ratings for her course structure, promoting high degree of engagement, providing plenty of academic access to content in ASL and ease of navigation.

Raychelle's course evaluations continue to be consistently high. As an instructor, she provides a great balance of academic rigor, high expectations and student support. The clarity of her course design and devotion to student success make her a sought after instructor. This is especially important as the MASLED program instructs not only through content delivery but through modeling exemplary pedagogy, which Raychelle has done consistently.

Further, students commend Raychelle's ability to meet with her students very frequently 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.

In May 2016, Raychelle received a *Certification of Appreciation* during Gallaudet University's Lavender Graduation for the second year in a row.

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:

BOOKS

Harris, R. & Murray, J. (book proposal approved, May 27, 2016). *The pedagogy of sign languages*. United Kingdom: Routledge.

Andrews, J. F., Leigh, I. W. & **Harris, R. L.** (2016). *Deaf culture: Exploring deaf communities in the United States*. San Diego, CA: Plural Publishing.

PEER-REVIEWED JOURNAL ARTICLE

Harris, R. L. (submitted, currently under revision). ASL in academic settings: Language features. *Journal of American Sign Languages and Literatures*.

Harris, R. L. & ASL 752/790 Students. (in progress). How do deaf academics cite during live presentations? *Journal of American Sign Languages and Literatures*.

Harris, R. L. & ASL 752/790 Students. (in progress). How do deaf academics cite in video publications? *Journal of American Sign Languages and Literatures*.

Harris, R. L. & Pfau, J. (in progress) Strategies in bridging ASL and English. *Journal of American Sign Languages and Literatures*.

BOOK CHAPTERS

Kurz, C., Kurz, K. & **Harris, R.** (submitted). Effectively interpreting the content areas utilizing academic language strategies. In T. Holcomb & D. Smith (Eds.), *Deaf Eyes on Interpreting*. Washington, DC: Gallaudet Press.

Harris, R. L. & Mertens, D. M. (submitted). 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.

ENCYCLOPEDIA ENTRIES

Harris, R. L. & Thibodeau, R. (2016). Sign language teaching: Training. In P. Boudreault & G. Gertz (Eds.), *The Deaf Studies Encyclopedia*. Hudson, NY: Golson Press.

Harris, R. L. (2016). 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.** (2016). Relationship between cochlear implants and the deaf community. In P. Boudreault & G. Gertz (Eds.), *The Deaf Studies Encyclopedia*. Hudson, NY: Golson Press.

INVITED PRESENTATIONS

Harris, R., Loeffler, S., Brunton, M. & Grabelsky, S. (2016, July 21). *White privilege @ National Deaf People of Color conference*. National Deaf People of Color conference, Austin, Texas.

Harris, R. (2016, April 22). *Assessing ASL Skills: PRVAB-izing Your Assessment Tools*. Rochester Institute of Technology, ASL and Interpreting Education, Rochester, NY.

Harris, R. (2016, April 21). *ASL in academic settings: Language features*. Rochester Institute of Technology, RIT ASL and Deaf Studies Community Center (RADSCC), Rochester, NY.

Harris, R. (2016, April 16). *Assessing ASL Skills: PRVAB-izing Your Assessment Tools*. Keynote speaker. University of Louisville, Bluegrass ASL Teachers Association (BGASLTA), Louisville, KY.

Harris, R. (2016, April 4-8). *ASL in academic settings: Language features*. Gallaudet University Center for Bilingual Teaching and Learning, Washington, DC.

Harris, R. (2016, March 23). *ASL in academic settings: Language features*. Gallaudet University Department of Linguistics, Washington, DC.

CONFERENCE PRESENTATIONS

Harris, R. L. & ASL 752/790 Students. (submitted). How do Deaf academics cite during live presentations? *Symposium on Signed Language Interpretation and Translation Research*.

ASL 752/790 Students & **Harris, R. L.** (submitted). How do Deaf academics cite in video publications? *Symposium on Signed Language Interpretation and Translation Research*.

Harris, R. L. & MASLED Alumni. (submitted). The evolution of the longest-running graduate sign language preparation program. [Panel]. *American Sign Language Teachers Association Biannual National Conference, Utah 2017*.

OTHER

Bryant, R., Gelineau, L., Shannon, T. & **Harris, R.** (in progress). *TRUE+WORK ASL: Levels 3 and 4, Teacher and Student Workbook*. Austin, TX: Purple Moontower, LLC.

Harris, R.L., Leigh, I.W., & Wilkins, E. (2018). *Companion website to "Deaf Culture: Exploring Deaf Communities in the United States"*. San Diego, CA: Plural Publishing. Available at https://www.pluralpublishing.com/publication_dc.htm<http://www.pluralpublishing.com/publication/dc>

Bryant, R., Gelineau, L., Shannon, T. & **Harris, R.** (2016). *TRUE+WORK ASL: Levels 1 and 2, Teacher and Student Workbook*. Austin, TX: Purple Moontower, LLC.

Harris, R. & Williams, F. (2016). *Research and evaluation in education and psychology - ASL version*. Austin, Texas: ASLChoice. [Completed chapters I participated in authoring in 2016 are listed below]

Davis, J., **Harris, R.** & Williams, F. (2016). Data collection. In R. Harris & F. Williams (Eds.), *Research and Evaluation in Education and Psychology, ASL Version* (14:24 m.). Austin, TX: ASLChoice.

Marchut, A., Williams, F. & **Harris, R.** (2016). Qualitative research. In R. Harris & F. Williams (Eds.), *Research and Evaluation in Education and Psychology, ASL Version* (39:30 m.). Austin, TX: ASLChoice.

Wilkins, E., Williams, F. & **Harris, R.** (2016). Causal comparative and correlational approaches. In R. Harris & F. Williams (Eds.), *Research and Evaluation in Education and Psychology, ASL Version* (14:09 m.). Austin, TX: ASLChoice.

Williams, F. A. & **Harris, R. L.** (2016). Evaluation. In R. Harris & F. Williams (Eds.), *Research and Evaluation in Education and Psychology, ASL Version* (15:05 m.). Austin, TX: ASLChoice.

JOURNAL EDITOR

Raychelle is continuing as one of four co-editors of *Journal of American Sign Languages and Literatures* (JASLL) peer-reviewed journal, starting in January 2015. The editors have launched a revamped JASLL website, creating a new editorial board, including associate editors, along with a new stringent rubric and multiple-tier peer review process for original journal submissions. The new JASLL website was unveiled September 2016.

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

self-report peers personal observation other

C. Narrative:

Department Standards:

In an overall review of her scholarship, Raychelle meets all of the criteria for the Departmental standards for Satisfactory, Commendable and Outstanding:

Evidence of at least **three self-initiated and/or substantial product or activity** in one of the six scholarship activities since the last evaluation results an Outstanding distinction. Below is a list of self-initiated and/or substantial product or activity in four scholarship activities.

1. Scholarly Research and Dissemination

- a. Evidence of substantial progress towards editing or authoring books and textbooks
 - i. Andrews, Leigh and Harris' *Deaf Culture* book went on the market May 2016, and the book is oddly copyrighted for 2018.
 - ii. Bryant, Gelineau and Shannon invited Harris to join their TRUE+WORK ASL online curriculum authoring team in July 2016. Harris has been hard at work in finishing up Levels 1 and 2, with a completion date of November 2016. Levels 3 and 4 will be completed June 2017.
 - iii. Murray and Harris' book proposal in writing a handbook about sign language pedagogy was approved by Routledge May 2016, with 2019 scheduled as the completion date.
- b. Evidence of substantial progress towards publishing an article in peer reviewed journal/e-journal/video journal
 - i. Harris and Pfau's *Strategies in Bridging ASL and English* has been IRB approved, researched, scripted and filmed and is currently in the last stage – editing and captioning.
 - ii. Harris and ASL 762/790 students' research project about how deaf people cite in live presentations as opposed to video publications – has been IRB approved, data has been collected, individually coded, audited, and the data interpreted. Remaining work includes script writing, filming and editing.
- c. Evidence of substantial progress towards book chapters from academic publishers
 - i. Kurz, Kurz and Harris submitted a revised chapter discussing academic signing for interpreters to *Deaf Eyes on Interpreting* September 2016.
 - ii. Harris and Mertens submitted *Research Methods for Performing Research with Special Populations* chapter to editors May 2015. Awaiting results.
- d. Translation of ASL/English materials in video/book/digital media
 - i. Harris and Williams' *Research and evaluation in education and psychology - ASL version* has finally been completed and transferred to ASLized! for website maintenance after over two and half years of hard work.
 - ii. Published chapters in the above ebook in 2016: 1) Davis, Harris & Williams, *Data Collection*; 2) Marchut, Williams & Harris, *Qualitative Research*; 3) Wilkins, Williams & Harris, *Causal Comparative and Correlational Approaches*; 4) Williams & Harris, *Evaluation*.
- e. Published book review, other papers and reports (e.g., exhibition catalogues, trade or in-house publications, encyclopedias)
 - i. Three encyclopedic entries, one solo, one with a colleague, and one with a

student were published in the *Deaf Studies Encyclopedia* by Boudreault and Gertz (2016).

3. Academic Community Engaged Research and Activities

- a. Invited Keynote at international and/or national conference
 - i. While not a national conference, Harris was invited to keynote a local regional ASLTA conference at the University of Louisville with participation spanning multiple states.
- b. Invited papers and guest lectures
 - i. Harris was invited to present about White Privilege at the National Deaf People of Color conference July 2015.
 - ii. Harris was invited to present at Rochester Institute of Technology in two areas – ASL assessment tools and Academic ASL in April 2016.
 - iii. Harris was invited to present at Center for Bilingual Teaching and Learning and Department of Linguistics about ASL in academic settings in March - April 2016.
 - iv. Harris also submitted a panel presentation to the *American Sign Language Teaching Association* national biannual conference in June 2017.
 - v. Harris will be providing pre-conference training along with three other co-presenters at the *American Sign Language Teaching Association* national biannual conference in June 2017.
- c. Served as an external reviewer (grants, journal articles, books, etc.)
 - i. Harris reviewed Brigham Young University – Hawai'i's online ASL courses and produced a 10+ page report in February 2016.
- d. Assisting in making an existing organization more creative and innovative
 - i. Harris has been meeting regularly with several ASLTA board members in consulting on organization infrastructure and future goals.

5. Grants, Contracts, and Related Activities

- a. Wrote and submitted a grant proposal
 - i. Cooper and Harris, project co-directors, submitted a grant proposal for \$100,000 to Fulbright-Hays Group Initiatives to work with the Deaf Vietnamese community in developing a Ho Chi Minh Sign Language Curriculum (HCMSL). Currently awaiting results, should receive early October.
 - ii. Participating in University of Texas' 20 million grant from Office of Special Education Programs as a consultant, 2016 - 2020.
 - iii. Participating in National Institutes of Health grant focusing on ASL translation regarding interview questions about access to health information, 2016 – 2018.

6. Eminence Factors

- a. Position as editor or guest editor of journal
 - i. Harris is one of four co-editors of the *Journal of American Sign Languages and Literatures* organization, a role she began January 2015.

DRE history during the evaluation period:

Year	Rank	Scholarship Rating
2016 - 2017	Associate Professor	Outstanding
2015 – 2016	Associate Professor	Outstanding
2014 – 2015	Associate Professor	Outstanding
2013 – 2014	Assistant Professor	Outstanding
2012 – 2013	Assistant Professor	Outstanding
2011 – 2012	Assistant Professor	Outstanding
2010 – 2011	Assistant Professor	Outstanding
2009 – 2010	Instructor	Commendable
2008 – 2009	Instructor	Commendable

On top of her year-round, three semester (fall, spring and summer) teaching and assisting/program directing duties, Raychelle was able to publish her dissertation, co-author a book, multiple book chapters, three book reviews, three journal publications, three encyclopedia submissions, and a newspaper article in a psychology magazine. She also pioneered the world’s first ASL translation of a research textbook which continues to set the standard for ASL translated academic textbooks. She was also able to review six different journal articles and book chapter submissions on top of being a co-editor of an ASL journal.

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, Visual Language and Visual Learning Lecture Series, and Conference for Community and School Awareness for Deaf, Hard of Hearing and DeafBlind.

In January 2016 (also listed in previous DRE), Raychelle published three short encyclopedic articles in January 2016 in the *Deaf Studies Encyclopedia* with former student Regan Thibodeau about ASL teacher training programs, with Dr. Raylene Paludneviene about cochlear implants in the Deaf community, and as a sole author about use of ASL in academic settings.

In February 2016, Raychelle submitted an external review of Brigham Young University Hawai’i’s online ASL courses.

In late March and April 2016, Raychelle gave a total of five presentations – one with Center for Bilingual Teaching and Learning, one with the Department of Linguistics, one at University of Louisville as their keynote speaker for the regional ASLTA conference, two at Rochester Institute of Technology.

In May 2016, Raychelle published a co-authored volume, *Deaf Culture: Exploring Deaf Communities in the United States* with Professors Emerita Irene W. Leigh and Jean F. Andrews. This book was

selected as Amazon's bestseller in the *Auditory and Speech Pathology* textbook section. Raychelle was also invited to join as a researcher-consultant with Dr. Kushalnagar's grant with National Institutes of Health.

In July 2016, Raychelle was invited to present at the *National Deaf People of Color* conference about white privilege. She invited three additional co-presenters with her. Near the end of July (and early August), Dr. Cooper and Raychelle, co-project directors also completed a grant application with *Fulbright-Hays Group Initiatives Abroad* with the aim of sponsoring Vietnamese Deaf Community in developing their own sign language curriculum July 2016, to learn in October 2016 that this grant was not supported.

In August 2016, Raychelle and co-editor Felicia Williams completed a unique, massive project, entering an agreement with Sage Publications and Dr. Donna M. Mertens to semi-translate (instead of translating fully) and deliberately integrating ASL and Deaf community research examples within each *signed* chapter from the text-based *Research and Evaluation in Education and Psychology* textbook, published by Mertens in 2015. Four new chapters were published in 2016 and are listed in this DRE.

In September 2016, *Journal of American Sign Languages and Literatures* (JASLL) editorial board released a peer-reviewed process tied with a detailed rubric, and a new, larger editorial board along with associate editors on a brand new website. Meanwhile, Kurz, Kurz and Harris submitted a revised chapter discussing academic signing for interpreters to *Deaf Eyes on Interpreting*.

Scholarship endeavors in progress: Raychelle and Dr. Donna Mertens' chapter about research with special populations was submitted to the book editors on May 2015. Raychelle also received feedback from JASLL on her *ASL in Academic Settings: Language Features* video submission and is currently revising her submission. Raychelle and her students (now alumni) are diligently working wrapping up *How do Deaf people cite in live presentations? And How do Deaf people cite in video publications?* for an international symposium in March 2017 and to submit to a journal by May 2017. Raychelle is currently editing footage for *Strategies in Bridging ASL and English* with the aim of submitting to a journal by December 2016. Raychelle also submitted an abstract for the *American Sign Language Teachers Association* (ASLTA) to host a panel discussion on the evolution of sign language teacher preparation programs, and will be providing a pre-institute training along with three other co-presenters at the ASLTA conference in June 2017.

Several of Raychelle's strongest features include frequently collaborating with her students (and alumni) on different endeavors such as the encyclopedic entry on sign language training programs, IRB-approved research projects in the areas of citing in live presentations and video publications as well as the upcoming ASLTA conference panel. She also strongly believes that academic information about Deaf people should be delivered in sign languages to the Deaf community, hence the four video journal publications in the pipeline.

Being invited to present at the National Deaf People of Color conference, Rochester Institute of Technology and University of Louisville in 2016, Raychelle is being called upon as one of the leading scholars in an area of inquiry—academic uses of American Sign Language, particularly in translated textbooks, articles and chapters. Raychelle's contributions to this area of scholarship is an invaluable asset to the Department, the University and the field of sign language studies, translation and interpretation. 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.

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:

Department

- Coordinate internship placement for 30+ MA-SLED students (Spring, Summer and Fall 2016)
- Co-lead various initiatives and projects (e.g. summer MASLED events; CGE program revisions; Learning Assessment Update (LAU), Unit Effectiveness Planning (UEP), course and adjunct scheduling)
- Attended and participated in two Department retreats– January 14 and August 23, 2016
- Presented during MASLED Graduate Student Orientation about Practicum and Internship Placements - July 4, 2016
- Hooded MASLED graduates with Dr. Bienvenu at Ole Jim - July 9, 2016
- Coordinate practicum placements for 24 MA-SLED students - Fall 2016
- Moderate two private Facebook sites for MA-SLED alumni and students and incoming cohort
- Participated in, and then co-lead program applicant review, screening and recommendation – Spring/Fall 2016
- Co-led financial award distribution with Graduate Dean's office – Fall 2016
- Prepare documents for program revisions and course revisions for Council of Graduate Education – Fall 2016

University

- Wrote a document for Office of Distance Learning committee about online peer evaluations including a component focused on bilingualism (Spring 2016)
- Attended and participated in January 2016 professional development events
- Presented at Center for Bilingual Teaching and Learning's ASL Gatherings on April 4 and 6, 2016
- Department representative for University Teaching and Learning with Technology (TLT) committee

Professional Community

- Co-coordinate TexASL Professionals workshops for the greater Austin Deaf community with Lisa Gelineau and Ritchie Bryant
- Consult & support certain ASLTA board members on various initiatives
- Member, Deaf Women of Austin
- Member, Texas School for the Deaf Athletics Booster Club
- Member, Austin Deaf Club
- Member, National Association of the Deaf
- Member, ASL Teachers' Association
- Consultant, Seek The World media team

Professional Development

- Texas Association for the Deaf Symposium: Preserve the Past to Protect the Future, October 1, 2016
- Ethics, Code, Oath or Law: You Decide, Stacy Landry, September 29, 2016
- NCIEC Teaching Slam – Reflections on Creativity in Interpreter Education, September 14, 2016
- The NCIEC Grant Culmination: 11 Years of Collaboration, September 8, 2016
- Don't Mess With Texas: Interpreting in a Legal Setting, Robin Shannon & Ryan Shepard, August 12 -13, 2016
- National Deaf People of Color conference, July 22 – 23, 2016
- Pro-Tactile Happy Hour, July 16, 2016
- Pro-Tactile and DeafBlind Interpreting: An Introduction, Sarah Morrison & Hayley Broadway, July 13, 2016
- Visual Gestural Curriculum: A New Curriculum, Ritchie Bryant, TexASL Professionals, June 4, 2016
- Multicultural Competency Building and Curriculum Transformation Institute (MCBCTI), March 24 & 25, 2016
- ASL Nook, Sheena McFeely, TexASL Professionals, February 20, 2016

2014–2015

Student Body

- Advisor, 60+ graduate students - 30 new students, 30 returning students

Program – Masters in Sign Language Education

- Co-coordinator, MA-SLED events (e.g. Graduate Student Orientation, Welcome Back Luncheon, Farewell/Program Graduation)
- Advise 65+ MA-SLED students, Spring 2014.
- Coordinated practicum and internship placement
- Maintain 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/handbook
- Work with Dr. Thumann re: NCATE accreditation process
Academic Department
- Member, ASL Ph.D. program committee (on-going)
- Member, MA-SLED program faculty (on-going)

University

- Advisory board member, Critical Studies in the Education of Deaf Learners Ph.D. program (currently on hold)
- Member, Gallaudet Smoking Policy committee (group currently inactive)
- Member, Gallaudet Distance Faculty Handbook Revisions
- Member, Sign Language Interpreting Corpus & Analysis (Led by Roy & Brunson) Professional Community
- Modern Language Association, Foreign Language Enrollment data Consultant, American Sign Language Teachers Association (ASLTA) board
- Candidate, Certified Deaf Interpreter - BEI Testing Professional Development
- Participant, Online Peer Reviewer, January 22, 2014
- Participant, New to Online: Introduction to Online Presentation Tools, September 26 - October 3, 2014
- New to Online: The Essentials, September 26 - October 3, 2014
- Certificate, Certified Online Instructor, Gallaudet University, October, 7, 2014

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)

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
- Screener, 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)

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.
- 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

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)
- 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.

2008-2010

Pre-tenure track faculty member – service not documented/evaluated.

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

self-report peers personal observation other

C. Narrative:

Department Standards

In an overall review of her service, Raychelle meets all of the criteria for the Departmental standards for Satisfactory: Regular participation in meetings, plus 3 additional indicators for a rating of Satisfactory. For a rating of Commendable, an additional 4 indicators are required, for a total of 8 indicators. For a rating of Outstanding, another additional 5 indicators are required, for a total of 13 indicators. There are a total of 16 indicators below.

1) Regular participation in department, faculty, and university meetings and activities: Raychelle makes every effort to be present at department full-day retreats, university and program graduation, program Graduate Student Orientation, and professional development weeks. She also makes every effort to connect virtually for various committee and project meetings.

- 2) Participated in and co-leading Learning Assessment Update (LAU) development, data collection and reporting. Raychelle led the LAU reporting cycle from 2013 – 2014, participated in data collection and reporting 2014- 2016, and is now leading the LAU reporting cycle for 2016 – 2017.
- 3) Mentored/collaborated with faculty and adjuncts: As long-term MASLED coordinator, Raychelle has mentored many adjuncts who have taught within the program. She is also available to support Non-Tenure Track faculty members.
- 4) Participated in Faculty Development Week activities: Raychelle makes every effort to attend and participate in Faculty Development week activities. She has also given multiple workshops during Faculty Development Week.
- 5) Career advisement: Raychelle provides general graduate school and career advising for all MASLED students and alumni since the inception of the program in 2011, and before that, she advised all undergraduate ASL majors from 2009 - 2011.
- 6) Co-coordinator of TexASL Professionals: Raychelle, along with two other coordinators, hosts occasional workshops in the greater Austin community for ASL teachers or people who work with ASL since 2014. This is often an excellent recruiting opportunity for Raychelle to talk about the MASLED program with potential candidates new to the field of ASL teaching.
- 7) Maintains MASLED Private Facebook Groups: Established in 2011, and now with over 150 members, including alumni and current students, Raychelle keeps a close eye on the group contributions, moderates when needed, and posts job advertisements and useful and relevant academic links.
- 8) Participated actively in an organization related to an academic field: Since 2011, Raychelle works closely with several ASLTA board members, providing consulting and input on board initiatives.
- 11) Served on MASLED screening committee: Since 2009, Raychelle participated in and/or led the screening and selection of new graduate students.
- 12) Participate as Department Representative for TLT committee: For 2016 – 2017, Raychelle was selected as a department representative for the Teaching and Learning with Technology (TLT) Committee.
- 13) Coordinated/Participated in MA-SLED Graduate Student Orientation: Raychelle established the MASLED program orientation and has led and/or participated in the orientation since 2011.
- 15) Evaluate external ASL program: Raychelle evaluated an ASL online program (Levels 1 through 4) designed and implemented by Brigham Young University, Hawai'i faculty.

16) Recruiting: Raychelle has been involved in – and led various recruiting initiatives for the MASLED program, including developing flyers, recruiting videos, arranging a panel at a national conference, developing a large poster advertising department offerings, inviting guest speakers, promoting alumni by announcing their achievements in Facebook groups.

DRE History during the tenure evaluation period:

Year	Rank	Service Rating
2016 - 2017	Associate Professor	Outstanding
2015 – 2016	Associate Professor	Outstanding
2014 – 2015	Associate Professor	Outstanding
2013 – 2014	Assistant Professor	Outstanding
2012 – 2013	Assistant Professor	Outstanding
2011 – 2012	Assistant Professor	Outstanding
2010 – 2011	Assistant Professor	Outstanding
2009 – 2010	Instructor	N/A
2008 – 2009	Instructor	N/A

As a distance faculty, Raychelle is fully committed to being on campus or participating virtually for department retreats, professional development weeks, attending program graduation, and coming to special events such as the Multicultural Competency Building and Curriculum Transformative Institute in March 2016, Teaching and Learning with Technology committee meeting in September 2016.

As an advisor, Raychelle has advised over 200 undergraduate and graduate students in a 6-year span. She often was the sole full-time faculty dedicated to an intensive, year-round hybrid graduate program serving 60+ graduate students. During some of those years, she also juggles being the practicum/internship placement coordinator for 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.

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, Quality Matters and Online Learning Consortium (OLC). Raychelle is now fully certified by Gallaudet's Office of Distance Learning, even though the requirements to become fully certified has now been downgraded.

During the Spring semester of 2016, Raychelle continued to contribute to MASLED program needs by working closely with the program coordinator, Dr. Boudreault with various projects and initiatives such as program advertising, recruitment, retention, assessment, schedule, course offerings, program reporting (e.g. UEP and LAU) and more. Raychelle also led the beta testing of three different tutorial software (Appear.in, Blackboard Collaborate and Veditz) with ASL 1 online students during the first 8 weeks and second 8 weeks, and worked with ASL faculty, Elizabeth Martinez, Kimberly Pudans-Smith and Christina Hopewell-Albert. Raychelle also wrote a document for Office of Distance Learning committee detailing the peer evaluation process for online courses.

In May 2016, Raychelle was honored again with a *Lavender Graduation Certificate of Appreciation* for being an outstanding advocate from our MASLED alumni, Andy Lim. During the Summer of 2016, Raychelle voluntarily worked closely with ASL 790 faculty in supervising two MASLED interns, provided practicum and internship information during Graduate Student Orientation, attended and hooded students during the MASLED program graduation.

During the Fall semester of 2016, Raychelle returned as co-director of the MASLED program with Dr. Bienvenu, assuming an increased amount of departmental service responsibilities. Raychelle also currently participates as a department representative on Teaching and Learning with Technology (TLT) committee, which meets biweekly and is a substitute for Dr. Gene Mirus on the Institutional Review Board (IRB) committee for AY 2016 – 2017 while Dr. Mirus is on sabbatical.

As evident in the list of professional development opportunities, Raychelle continues her steadfast commitment to honing her technological and pedagogical skills by attending numerous professional development opportunities during the year available to her locally, and at Gallaudet. There is no question that Raychelle's commitment to the MASLED program, the department, the university and the professional community has been nothing less than stellar. Her service has single-handedly supported the Department mission and the Gallaudet Strategic Plan, increasing enrollment, retention and prestige.

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

Section V: Professional Integrity

A. Narrative:

On a frequent basis, Raychelle emphasizes academic professionalism with her graduate students by modeling and reinforcing appropriate behavior. Not only that, Raychelle also gives direct and constructive feedback to graduate students in becoming professionals. She often emphasizes the importance of crediting other people’s ideas – in both ASL and English. Her students know to always ask permission when borrowing each other’s ideas and/or work, and to give credit. Her research project with her students on how Deaf people cite and reference other people’s ideas in live presentations and video articles also contributes to a better understanding of, and the advancement of professional integrity in ASL in academic settings. Raychelle also believes that professional integrity is not limited to simply being honest and giving credit for others’ work, but also in openly addressing systemic injustice for all –isms, discussing and creating ways to make a more equitable learning and working conditions for all students and employees. She continues to hone her skills in the area of social justice by attending various workshops and professional development training. At the university and departmental level, Raychelle is respected by her colleagues and co-workers.

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

Section VI: Rating Summary and Calculation of Points

First three areas of evaluation
Unsatisfactory = 0 points
Satisfactory = 1 point
Commendable = 2 points
Outstanding = 3 points
ASL Proficiency
For Tenure: ASLPI targeted score of 2+
If the rating is below the required score, provide additional documentation (6.8).
Or SCPI of Advanced or higher
For Promotion/Merit Increase: ASLPI targeted score of 3
If the rating is below the required score, provide additional documentation (6.8).
Or SCPI of Intermediate Plus or higher

For 2016-2017 onwards, Guidelines 6.8.6.2 through 6.8.6.4 will apply

Areas of Evaluation	Rating (circle)	Merit Points
1. Teaching	Outstanding	3
2. Scholarship/creative activity/research	Outstanding	3
3. Service	Outstanding	3
4. ASL Proficiency ASLPI date: 2009	4+	N/A
5. Professional Integrity		N/A
	Total:	9

Section VII: Personnel Action Criteria

Merit Increase - 6 Levels (4-9 points)	Promotion	Tenure
<p>For TT or Tenured, at least <u>4 points</u> in the first three areas of evaluation For pre-TT or NTT, at least <u>3 points</u> in two areas of evaluation 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</u> in first three areas of evaluation For pre-TT or NTT, at least <u>4 points</u> in two areas of evaluation 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>

Section VIII: Summary/Recommendations

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

As this DRE indicates, Raychelle’s contributions to students, to the Department and to the University have been exemplary. In addition to recognizing this, peer reviewers have made additional recommendations, which are listed here:

- 1) **Scholarship:** Raychelle’s peer reviewers encouraged her not only to continue her scholarly contributions to the field of ASL education, but to expand her reach and influence in this area. In order assist in moving the field of ASL education toward greater professionalism and scholarship, she is encouraged to publish in widely disseminated, more prestigious peer-reviewed publications. This would enable her and her collaborators to assume leadership of this field and carry it into the field of foreign language instruction more generally.

- 2) **Collegiality:** It was pointed out that Raychelle has often engaged in conversations about others that gives the sense of “talking behind one’s back” in order to form alliances and to advocate for her views to be adopted by others. This concern was expressed in order to acknowledge that her colleagues are “aware of this tendency and hope to see her be more open and forthcoming about her opinions of others. That is, tell the person earlier in stage of escalations.” It was noted that it is Raychelle’s prerogative to communicate how she wishes, but it does undermine a sense of trust and collegiality within the Department. It is hoped that Raychelle devotes more energy toward engaging in more open and transparent discourse about opinions and ideas with her colleagues.

- 3) **Sustainability:** On several occasions over the years, Raychelle has worked to the point of exhaustion and has had to abruptly change plans and commitments at the last minute, causing challenges to the Department. This has been due in large part to the long-standing lack of personnel support in the MASLED program. Currently, however, there is a program assistant and a co-coordinator that should alleviate the workload. Raychelle is advised to choose her commitments with great discernment to ensure her sustained well-being and the Department’s capacity to meet its objectives and mission.

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: _____



Chair¹ _____

Date: 11/22/16

Faculty member comments (optional):

Faculty Member² _____



Date 11/22/16

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.

² A faculty member's signature does not necessarily indicate agreement with the contents of the evaluation.