

# 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

C. Rank:

1/28/15	Associate 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 15, 2014 to January 15, 2015  
(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
SUMMER 2014	ASL 750.01	Assessing Sign Language Skills	3	17/15
	ASL 750.02	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
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

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

#### Advising

Doctoral Dissertation committee, 1.

#### Course Development

ASL 750: Assessing Sign Language Skills

ASL 752: Sign Language Practicum

ASL 760: Connecting Sign Language Research to Practice

ASL 790: Sign Language Teaching Internship

#### Course Mentorship

ASL 741: Methods of Sign Language Teaching (Summer 2014, Brooks)

ASL 743: Curriculum Development for Sign Language Education (Summer 2014, Radford)

ASL 745: Sign Language Teaching, Culture & History (Spring 2014, Jarashow)

ASL 760: Connecting Sign Language Research to Practice (Summer 2014, Hauser)

ASL 762: Seminar in Sign Language Education (Spring 2014, Radford)

ASL 770: Sign Language Planning and Advocacy (Spring 2014, Adam)

ASL 790: Sign Language Teaching Internship (Spring 2014, Adam, Brooks)

#### Program Mentorship

Masters in Sign Language Education (Summer/Fall 2014; January 2015) - Bauman/Boudreault

#### Guest Lecturer

ASL 762: Seminar in Sign Language Education, March 4 - 5 (all day), 2014: MASLED Mock Interviews

#### Dissertation Committee

Dan Hoffman, Deaf Studies and Deaf Education PhD candidate, Lamar University, Defense November 18, 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

D. Narrative:

Dr. Harris is entering her 9th year as Gallaudet employee, 8th year as a faculty member at Gallaudet, and 7th year as an ASL & Deaf Studies faculty member. In this evaluation period from January 2014 - January 2015, Raychelle taught a total of six 3-credit courses.

Raychelle developed and taught a new special topics course focused on sign language research, which became an official course taught by Dr. Peter Hauser in the summer. She also willingly accepted a post-MA/PhD student into an additional section (ASL 895.01), aligned with the special topics course she was teaching, with expectations considerably higher than their MA counterparts. Raychelle also supervised ASL teaching interns as well as mentored adjuncts/visiting professors in their teaching (e.g. Dr. Robert Adam in teaching ASL 770 and ASL 790 for the first time; Keri (Ogrizovich) Brooks in teaching 790 for the first time; and Ben Jarashow in teaching ASL 745 for the first time - also a new course) during the semester. Raychelle also spent two full days with Dr. Radford and his students, as an interviewer in mock job interview with all ASL 762 students.

During the Summer, Raychelle taught practicum and internship courses online, accommodating different practicum/internship schedules during the summer. She also revised and taught two sections of ASL 750, a hybrid course during the summer. Raychelle also accepted 17 students in one section, even though the limit set was 15. During the summer, Raychelle also built and helped maintain the online portion of Dr. Hauser's ASL 760 course. Raychelle met with Keri Ogrizovich Brooks frequently, mentoring her in teaching ASL 741.

Raychelle has been on a dissertation committee for the past 3 years, and to see the defense come to fruition in November 2014 was a milestone for the newly anointed Dr. and also for herself. She looks forward to participating on more dissertation committees in the future, furthering her mentorship skills in the research arena.

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, including the adoption of Glide video technology in her Spring 2015 courses for weekly discussions.

Raychelle's student evaluations are consistently high. Students commend Raychelle's 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. Raychelle is also creative and innovative with her teaching practices, using Final Cut Pro X and chroma keyed editing for the lectures in her courses, and this semester, using Glide (a video-based chat app) with her online classes. Raychelle was selected for the very first College of Arts and Sciences' Graduate Teaching Award in May 2014.

Finally, Raychelle has provided countless hours towards mentoring tenured, new and adjunct faculty in regards to ASL program needs.

All of this considerable output of dedication toward teaching warrants considerable respect among her colleagues. Among their observations:

- “I am not surprised that her evaluations from students are high.”
- ‘Her pedagogy is exceptional.’
- “Raychelle has done an amazing job developing and revising the program and its courses over the years, and as a teacher her evaluations proved that she is an excellent teacher.”

According to Departmental criteria, Dr. Harris clearly meets the minimum standards of Satisfactory. In addition to this, she meets the following indicators for the Commendable ranking:

- Use of creative teaching strategies or of current educational technologies (Glide Technology, time coded video chapters )
- Development of special topics courses (ASL 795: Connecting Sing Language Research to Practice)
- Serve on Ph.D Dissertation committee
- Completion of online teaching certification (ODE certifications completed October 2014)
- Accepting Student Overloads
- Teaching new course for the first time (ASL 750: Assessing Sign Language Skills Summer 2014)

These indicators alone would be enough to justify a ranking of Outstanding. Yet in addition to these, Dr. Harris has indicators from the Outstanding category as well, including:

- Teach a class which creates innovative materials for further use outside of class. (ASL Version of Research and Evaluation textbook)
- Recipient of a Teaching Award (CAS Graduate Faculty Teaching Award, Spring 2014)

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. & Williams, F.** (in progress). Research and evaluation in education and psychology - ASL version. Austin, Texas: ASLChoice.

**Harris, R. L.** (in progress). Prologue: What is research?. In R. Harris & F. Williams (Eds.), Research and Evaluation in Education and Psychology, ASL Version (11:33 m.). Austin, Texas: ASLChoice.

**Harris, R. L.** (in progress). An introduction to research. In R. Harris & F. Williams (Eds.), Research and Evaluation in Education and Psychology, ASL Version (23:27 m.). Austin, Texas: ASLChoice.

Oates, J. A. & **Harris, R. L.** (in progress). Literature review and focusing the research. In R. Harris & F. Williams (Eds.), *Research and Evaluation in Education and Psychology*, ASL Version (12:48 m.). Austin, Texas: ASLChoice.

**Harris, R.** & Hottle, K. (in progress). Single-case research. In R. Harris & F. Williams (Eds.), *Research and Evaluation in Education and Psychology*, ASL Version (9:25 m.). Austin, Texas: ASLChoice.

Moore, J. & **Harris, R.** (in progress). Historical and narrative study of lives. In R. Harris & F. Williams (Eds.), *Research and Evaluation in Education and Psychology*, ASL Version (12:39 m.). Austin, Texas: ASLChoice.

**Harris, R. L.** & Velasquez, J. O. (2015). An Introduction to Research. In R. Harris & F. Williams (Eds.), *Research and Evaluation in Education and Psychology*, ASL Version (25:52 m.). Austin, Texas: ASLChoice.

**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.** & 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.

Paludneviciene, 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.** & Loeffler, S. C. (2015). Seizing academic power: Creating Deaf counter narratives. *Journal of ASL and Literature*, 5, 23:36 m.

**Harris, R. L.** & Moore, J. (2014, Spring). Academic study of ASL skyrockets. In *National Association for the Deaf Magazine*. Silver Spring, MD: NADmag.

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

self-report       peers       personal observation       other

C. Narrative:

Beginning January 2014, Raychelle decided to tackle a unique and sizable 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. After about a semester trying to tackle this by herself, Raychelle decided to retain a co-editor, Felicia Williams during Summer 2014, to work closely with Raychelle on filming, consulting

and editing each chapter. The chapters listed in this DRE are complete (six chapters), awaiting the completion of the remaining 8 chapters which are in the final editing stages. This project is slowly coming to fruition, with a hoped release date of February 2015.

Raychelle was also able to collaborate with several of her students on a couple short articles. In Spring of 2014, Raychelle co-wrote with Regan Thibodeau an entry for the *Deaf Studies Encyclopedia* about ASL teacher training programs and co-wrote an article with John Moore for the *NADmag* about online ASL teaching. Raychelle also submitted another article to the *Deaf Studies Encyclopedia* as a sole author regarding ASL in academic settings, and another one with Raylene Paludneviene about cochlear implants and the Deaf community. She is awaiting feedback and results regarding her submission. The outline of Raychelle and Donna Mertens' chapter about research with special populations was approved in 2014, and is currently being fleshed out, with the first draft due March 2015.

In January 2015, Raychelle published an article with Summer Loeffler with the *Journal of ASL and Literature*, which received a very strong and positive reaction from the Deaf community, however, she chose to listen to Deaf People of Color's concerns about some inappropriate racial analogies made in the article. Raychelle immediately revised the article, adding an apology section, with help from DPOC experts and translators, and was able to put up the revised article within a week. Raychelle hopes, with this experience, she is able to set an example that scholars can learn from their errors and amend immediately through different mediums.

Raychelle is now being called upon as one of the leading scholars in an emerging 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.

Her colleagues clearly recognize the quality of her emerging body of scholarship: One comments that "The work Raychelle has done is innovative. The materials in preparation for release and what she has done. She meets the Outstanding criteria, and more."

The Department Criteria specify that three or more self initiated projects in scholarship warrant a rating of Outstanding. Given the substantial progress toward completion of the Research and Evaluation eBook, she meets this criteria,

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:

### January 2014 – August 2014

#### 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](mailto: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)

#### The 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

-Consultant, 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

-Participant, New to Online: The Essentials, September 26 - October 3, 2014

-Certificate, Certified Online Instructor, Gallaudet University, October, 7, 2014

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

self-report       peers       personal observation       other

C. Narrative:

Raychelle continued to coordinate the MA-SLED program from January 2014 to June 2014, when she officially stepped down as coordinator. She has been the academic advisor for over 160 undergraduate and graduate students in a 4-year span, and during the evaluation period of January - June 2014, Raychelle continued to advise over 60 students as well as coordinate the MA-SLED program. Raychelle looks forward to continuing to supporting the MA-SLED program in various ways, including exploring options for K-12 accreditation for ASL teaching with the Department of Education as well as working closely with the coordinator in refining assessment protocols for the program for the upcoming LAU report.

Raychelle has also been attending several different training sessions to become a Certified Deaf Interpreter, and has completed 1/2 of her testing in this area, and hopes to become fully certified by Summer 2015. Her interest was inspired when participating in dialogue about training interpreters, some students thought that ASL teachers could only teach ASL— and that interpreting was an entirely different field. Raychelle corrected this misconception, and that teaching ASL involves teaching both ASL as a language, and how to translate to and from ASL as a language, which clearly involves interpreting skills. A student argued that all MASLED faculty, alumni and students should aim to be CDIs as well, and Raychelle agreed, so she is working towards her certification.

Raychelle has completed a Stage 1 proposal for a Ph.D. program in ASL, and is currently working fleshing out the Stage 2 proposal with a team of committee members within the ASL and Deaf Studies department.

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.

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.

She meets seven of the indicators for service, and that is only an objective accounting based on the DRE that warrants Outstanding. In actuality, the amount of service and dedication to the University is impressive and clearly warrants a minimum of Outstanding.

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 clearly values the integrity of the program, department and the university. 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**

<p><b>First three areas of evaluation Sign Communication</b>          Unsatisfactory          0 points For Tenure, ASLPI targeted score <b>2.5</b> or higher; SCPI must be <b>Advanced</b> or higher          Satisfactory          1 point For Promotion/ MI, ASLPI targeted score is <b>3.0</b> or higher; SCPI must be <b>Intermediate Plus</b> or higher          Commendable          2 points          Outstanding          3 points <b>Refer to Faculty Guidelines Sections 6.8.6.2 thru 6.8.6.4</b></p>	<table border="1"> <thead> <tr> <th style="text-align: left;">Areas of Evaluation</th> <th style="text-align: center;">Rating (circle)</th> <th style="text-align: center;">Merit Points</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;"><b>Other</b></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;"><b>Points</b></td> <td></td> </tr> <tr> <td>1, Teaching</td> <td style="text-align: center;"><del>U</del> <del>S</del> <del>C</del> <u>O</u></td> <td></td> </tr> <tr> <td>2. Scholarship –Creative Activity-Research</td> <td style="text-align: center;"><del>U</del> <del>S</del> <del>C</del> <u>O</u></td> <td></td> </tr> <tr> <td>3. Service</td> <td style="text-align: center;"><del>U</del> <del>S</del> <del>C</del> <u>O</u></td> <td></td> </tr> <tr> <td>4. Sign Communication ASPLI date: Fall 2009</td> <td></td> <td style="text-align: center;">4+ N/A</td> </tr> <tr> <td>5. Professional Integrity</td> <td style="text-align: center;">U   <u>S</u>   N/A</td> <td></td> </tr> <tr> <td><b>Total:</b></td> <td></td> <td style="text-align: center;"><b>9</b></td> </tr> </tbody> </table>	Areas of Evaluation	Rating (circle)	Merit Points		<b>Other</b>			<b>Points</b>		1, Teaching	<del>U</del> <del>S</del> <del>C</del> <u>O</u>		2. Scholarship –Creative Activity-Research	<del>U</del> <del>S</del> <del>C</del> <u>O</u>		3. Service	<del>U</del> <del>S</del> <del>C</del> <u>O</u>		4. Sign Communication ASPLI date: Fall 2009		4+ N/A	5. Professional Integrity	U <u>S</u> N/A		<b>Total:</b>		<b>9</b>
Areas of Evaluation	Rating (circle)	Merit Points																										
	<b>Other</b>																											
	<b>Points</b>																											
1, Teaching	<del>U</del> <del>S</del> <del>C</del> <u>O</u>																											
2. Scholarship –Creative Activity-Research	<del>U</del> <del>S</del> <del>C</del> <u>O</u>																											
3. Service	<del>U</del> <del>S</del> <del>C</del> <u>O</u>																											
4. Sign Communication ASPLI date: Fall 2009		4+ N/A																										
5. Professional Integrity	U <u>S</u> N/A																											
<b>Total:</b>		<b>9</b>																										

**Section VII: Personnel Action Criteria**

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

## Section VIII: Summary/Recommendations

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

Clearly, Raychelle has demonstrated an extraordinary commitment to the MA-SLED program, the Department of ASL and Deaf Studies, Gallaudet University and the Deaf community. She is a gifted teacher who cares deeply about her students and the content; she also sees that service in the form of running the MA-SLED program is as integral as any other act since a positive experience for the students means that they will have more opportunities to grow and learn. In fact, the level of commitment to her job and the difficult position she was placed in—as the only faculty member supporting 60+ students--was not sustainable. Fortunately, we now have more support in place for the MA-SLED program, allowing Raychelle to devote more time and energy to scholarly activities. Her project of rendering ASL versions of Donna Merten's Research and Evaluation represents a milestone in ASL publishing and points toward a future practice to raise the standards for academic uses of ASL. It would be beneficial for Raychelle to become affiliated with the Gallaudet Scholarship of Teaching and Learning Initiative so that she could integrate her gifts and passion for teaching with her research. Most importantly, it is recommended that Raychelle continue to find a sustainable balance between work and life, so that she has the necessary energy to devote to her students, her scholarship, her colleagues, and herself.

## 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: \_\_\_\_\_

Chair<sup>1</sup> \_\_\_\_\_



Date February 28<sup>th</sup>, 2015

Faculty member comments (optional):

Faculty Member<sup>2</sup> \_\_\_\_\_



Date 3/1/15

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

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