

D-RE: REPORT OF EVALUATION

Circle appropriate action: Reappointment Merit Increase Promotion Tenure

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:

2/01/18	Associate Professor
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D.

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

For Tenure, targeted ASLPI rating of **2+ or SCPI rating of **Advanced** is required. For promotion, targeted ASLP rating of 3 or SCPI rating of Intermediate Plus is required. If the rating is below the required score, please provide additional documentation. Guidelines 6.8.6.2. through 6.8.6.4 apply for 2016-2017 onwards.*

E. Period of time covered by the evaluation: from November 15, 2016 to January 15, 2018

(time since last evaluation)

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 2017	ASL 741.HY01	Methods and Theories of Teaching Sign Language	3	17/15
	ASL 741.HY02	Methods and Theories of Teaching Sign Language	3	17/15
	ASL 750.HY01	Assessing Sign Language Skills	3	17/15
	ASL 750.HY01	Assessing Sign Language Skills	3	16/15
Fall 2017	ASL 752.OL1	Sign Language Practicum	3	10/10
	ASL 752.OL2	Sign Language Practicum	3	10/10
	ASL 799.OL1	Digital Education Development	3	1/1
Spring 2018	ASL 790.OL4	Sign Language Teaching Internship	3	6/6
	ASL 799.OL1	Orature and Literature in Black Deaf Community	3	1/1
		TOTAL	27	

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

Department Collaboration:

Summer 2017: Co-taught ASL 750 Assessing Sign Language with Dr. Radford's ASL 743 Curriculum Development for Sign Language Instruction course

Fall 2017: Co-taught ASL 752 OL1, OL2 and OL3 with Dr. Curt Radford (adjunct)

Spring 2018: Coordinated ASL 790 OL1, OL2, OL3 and OL4 with Leticia Arellano, Kristine Hall and Dr. Curt Radford (all adjuncts). Developed and established Blackboard course for all adjuncts and all four sections.

Major Course Revisions:

None

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

<input checked="" type="checkbox"/> self-report	<input checked="" type="checkbox"/> peers	<input checked="" type="checkbox"/> students
<input type="checkbox"/> classroom observation	<input type="checkbox"/> personal observation	<input checked="" type="checkbox"/> others (adjunct)

D. Narrative:

Raychelle is entering her 12th year as Gallaudet employee, 11th year as a faculty member at Gallaudet, and 10th year as an ASL & Deaf Studies faculty member. In this evaluation period from October 2016 – January 2018, Raychelle taught 12 credits during the summer semester, and 9 credits during the fall semester, and 3 credits during the spring semester.

In the Summer of 2017, Raychelle taught two sections of ASL 750: *Assessing Sign Language Skills*, and Dr. Radford two sections of ASL 743: *Curriculum Development for Sign Language Instruction*. Both integrated their courses, worked proactively and collaboratively cross-course sections to ensure all students received similar course content and support.

In the Fall of 2017, Raychelle was assigned two sections of ASL 752: *Sign Language Practicum* with Dr. Radford, was assigned to the third section. Both collaborated on all assignments and course lectures.

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, with the implementation of MarcoPolo (video messaging app) as a way to advise her students without needing to make appointments and create group assignments and discussions.

Raychelle's course evaluations continue to be consistently high. Students commend Raychelle's ability to meet with her students very frequently via video messaging 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 2017, Raychelle received a *Certification of Appreciation* during Gallaudet University's Lavender Graduation for the third year in a row.

Department Standards:

In an overall review of her teaching, Raychelle meets all the criteria for the Departmental standards for Satisfactory:

1) Syllabi meet university syllabus requirements and reflect current trends and effective practices in area of expertise or content area. Raychelle's syllabi are always very colorful, engaging, organized, and includes informative graphics/photos.

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.

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 inquiries through different avenues, as well as the use of video messaging app (MarcoPolo).

5) Reports assessment data to modify curriculum and instruction to increase instructional effectiveness: During Fall 2017, Raychelle completed all Unit Effectiveness Planning (UEP) and Learning Assessment Update (LAU) paperwork, and frequently participated in meetings with adjunct faculty to increase instructional effectiveness across all courses in the program.

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, five different indicators from the Commendable column are listed:

1) 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.

3) Conduct periodical student evaluations of course and reports reliable data of students meeting outcomes: In 2017, Raychelle consistently generates course data for LAU and UEP needs. During Fall 2017, she collected data about students meeting outcomes for the new UEP and LAU cycle and attends required assessment council meetings and one-on-one meetings with Michael Catron. 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) 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 certified with Texas' Board of Evaluation of Interpreters (BEI) Level 3 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 achieved the top level of interpreting (BEI Level V) and became a court certified interpreter in Texas.

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

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

PEER-REVIEWED JOURNAL ARTICLE

Kushalnagar, P., **Harris, R.**, Paludneviciene, R., & Hoglind, T. (2017). Protocol for Cultural Adaptation and Linguistic Validation of Health Information National Trends Survey in American Sign Language (HINTS-ASL). *Journal of Medical Internet Research Protocols*. doi:10.2196/jmir.8067

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.** (in press). 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.

OTHER

Harris, R., Bryant, R., Gelineau, L., & Shannon, T. (in progress). TRUE+WAY ASL: Level 4 student e-workbook. Austin, TX: Purple Moontower. Retrieved from <http://truewayasl.com>

Harris, R. L. (2017). ASL in academic settings: Language features. *ASLized!*. Retrieved from <http://aslized.org/journal/academicasl/>

Shannon, T., **Harris, R.,** Bryant, R., & Gelineau, L. (2017). TRUE+WAY ASL: Level 3 student e-workbook. Austin, TX: Purple Moontower. Retrieved from <http://truewayasl.com>

INVITED PRESENTATIONS

Harris, R. (2016, October 26). *Deaf culture, Deaf community and ASL Activism*. Austin Community College, Austin, Texas.

Harris, R. (2017, April 12). *Deaf culture, Technology and Accessibility*. Austin Community College, Austin, Texas.

Harris, R. (2017, November 1). *Deaf culture, Universal Design and ASL Advocacy*. Austin Community College, Austin, Texas.

CONFERENCE PRESENTATIONS

Bryant, R., Gelineau, L., Shannon, T. & **Harris, R.** (28, June 2017). *TRUE+WORK ASL: A revolutionary digital curriculum*. American Sign Language Teachers Association biannual national conference, Salt Lake City, Utah.

Harris, R. L. & MASLED Alumni and Faculty. (30, June 2017). The evolution of the longest-running graduate sign language preparation program. [Panel]. *American Sign Language Teachers Association Biannual National Conference, Utah*.

Burcham, P. & **Harris, R.** (15, July 2017). The ASL and Interpreting Fields: Linguistic and Cultural Convergence. *Deaf Interpreting Conference II, Villanova, Pennsylvania*.

JOURNAL EDITOR

Raychelle is wrapping up as one of four co-editors of *Journal of American Sign Languages and Literatures* (JASLL) peer-reviewed journal, which she started in January 2015, and is completing February 2018.

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 sections of scholarship activities.

1. Scholarly Research and Dissemination

- a. Evidence of substantial progress towards editing or authoring books and textbooks
 - i. 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 completing Levels 1, 2 and 3 by December 2017. Level 4 will be completed March 2017.
 - ii. Murray and Harris' book proposal in writing a handbook about sign language pedagogy was approved by Routledge, with 2019 scheduled as the completion date. Holmes was invited to join Fall 2017, and both Holmes and Murray are progressing on this front. Harris will re-join during her Fall 2018 sabbatical.
- 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 with completion scheduled during Harris' sabbatical Fall 2018.
 - 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, with completion scheduled during Harris' sabbatical Fall 2018.
- 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* and this book is now in press.
 - ii. Harris and Mertens submitted *Research Methods for Performing Research with Special Populations* chapter to editors May 2015, and resubmitted Fall 2017 with revisions. Book is anticipated to go to press in 2018.

2. Academic Community Engaged Research and Activities

a. Invited papers and guest lectures

- i. Harris initiated and led a presentation of her ASL consultancy work with Kushalnagar and Paludneviene's work on translating health measures to ASL at the *Interpretation and Translation Research Symposium*, Gallaudet University, Washington, DC.
- ii. Harris also moderated a panel presentation at the *American Sign Language Teaching Association* national biannual conference in June 2017 including two panels and three alumni demonstrations.
- iii. Harris provided pre-conference training along with three other co-presenters at the *American Sign Language Teaching Association* national biannual conference in June 2017 on using TRUE+WAY ASL curriculum.

b. Assisting in making an existing organization more creative and innovative

- i. Harris was a board member/secretary for ASLTA from July – December 2017.

3. Grants, Contracts, and Related Activities

a. Participated in a grant proposal

- i. Participating in University of Texas' 20 million grant from Office of Special Education Programs as a consultant, 2016 - 2020.
- ii. Participating in National Institutes of Health grant focusing on ASL translation regarding interview questions about access to health information, 2016 – 2018.

4. 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 and will complete February 2018.

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

☒ self-report ☒ peers ☒ personal observation ☐ other

C. Narrative:

Scholarship endeavors in progress, 2016 – 2017: Raychelle worked as a researcher-consultant with Dr. Kushalnagar's grant with National Institutes of Health. *Journal of American Sign Languages and Literatures* (JASLL) editorial board will be publishing a special issue on Deaf people and Music with Benjamin Jarashow and Raychelle Harris as outgoing board members, training new JASLL board members. Meanwhile, Kurz, Kurz and Harris submitted a revised chapter discussing academic signing for interpreters to *Deaf Eyes on Interpreting*, this book is currently in press. Raychelle and Dr. Donna Mertens' chapter about research with special populations received feedback, was edited, and submitted to the book editors Fall 2017 with an anticipated publication date in 2018. 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?* to submit to a journal by December 2018. Raychelle is currently editing footage for *Strategies in Bridging ASL and English* with the aim of submitting to a journal by December 2018. Raychelle hosted two-panel discussion and three alumni presentations at the *American Sign Language Teachers Association* (ASLTA) about the evolution of sign language teacher preparation programs, and provided a pre-institute training along with three other co-presenters at the ASLTA conference about TRUE-WAY ASL curriculum in June 2017.

Several of Raychelle's strongest features include frequently collaborating with her students (and alumni) on different endeavors such as IRB-approved research projects in the areas of citing in live presentations and video publications as well as the 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 multiple video journal publications in the pipeline.

With her scholarship endeavors, 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, universal design, 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 2017; Spring 2018)
- 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– August 18, 2017 (virtually) and January 12, 2018 (in person)
- Executive producer, “What are MASLED Alumni Up to? – Austin, Texas” recruiting video that went viral October 2017
- Hooded MASLED graduates with Dr. Bienvenu at Ole Jim - August 4, 2017
- Coordinate practicum placements for 30+ MA-SLED students - Fall 2017
- Co-moderated with Program Assistant Miranda Medungo-Kuehne two private Facebook sites for MA-SLED alumni and students and incoming cohort
- Co-led program applicant review, screening and recommendation – Spring, Summer 2017 and Spring 2018
- Co-led financial award distribution with Graduate Dean’s office – Spring, Summer and Fall 2017
- Chaired a Search Committee for two ASL faculty positions
- Represent MASLED program at Graduate Dean’s Monthly meetings with graduate program directors

University

- Attended and participated in January 2018 professional development events
- Member, Teaching and Learning with Technology (TLT) committee (September 2016 – May 2017)
- Member and Reviewer, Institute Review Board (IRB) committee (September 2016 – May 2017)

Professional Community

- Secretary, ASL Teachers Association (July – December 2017)
- Member, Deaf Women of Austin
- Member, Austin Deaf Club
- Member, National Association of the Deaf
- Member/Professional Certified, ASL Teachers’ Association

- Certified BEI Intermediary Interpreter, Level V and Certified Court Interpreter
- Editor/Board member, Journal of ASLs and Literatures
- Volunteer Deaf Interpreter, various settings and assignments

Professional Development

- “Choices II: Critical Thinking and Ethical Decision Making”, Presenter: Amber Farrelly (10/19/16; 11/9/16, 12/7/16, 1/4/16, 2/8/16, 3/8/16, 4/12/16, 5/10/17 - 24 hours)
- “Balancing the Scales: ASL/English Interpreters in Legal Settings”, Author: Gwendolyn M. Bennett (November 2017 – 16 hours)
- “Magistration Training”, Facilitator: Jan Castleberry (11/30/16 – 2.5 hours)
- “Criminal Law Interpreting: ASL/English” Presenter: Amber Farrelly (1/13/17-1/14/17, 11 hours)
- “Educational Interpreting in K-12 Settings” Presenter: Holly Warren-Norman (1/28/17, 2/25/17, 6 hours)
- “Deaf Translators Summit” Multiple Presenters (3/27 – 3/28/17, 15 hours)
- “Interpretation and Translation Research Symposium” Multiple Presenters (3/30 – 4/2/17, 24 hours)
- “American Sign Language Teachers Association National Biannual Conference” Multiple Presenters (6/28 – 7/2/17, 35 hours)
- “Texas Association for the Deaf Conference” Multiple Presenters/Volunteer Interpreter (9/23/17, 5 hours)
- “ASLTA Board Meeting: Rocky Mountain Deaf School, ASLTA History, Parliamentary Procedure, Taking Business/Board Meeting Minutes, Social Justice Training” (10/20-22/17, 20 hours), Colorado Springs, Colorado
- “Court and Legal Interpreting” Presenter: Carla Mathers (11/17-18/17, 14 hours)

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 13 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 commitments and meetings.
- 2) Participated in and leading Learning Assessment Update (LAU) development, data collection and reporting. Raychelle led LAU data collection and completed the data reporting and interpretation for 2017 – 2018 AY.
- 3) Mentored/collaborated with faculty and adjuncts: Raychelle collaborated and worked closely with Dr. Radford as they co-taught ASL 790 during Spring 2016; developed and prepared Summer 2016

ASL 790 taught by Dr. Cagle; developed and prepared Fall 2016 ASL 790 taught by Dr. Radford as well as consulted Fall 2016 ASL 760 taught by Dr. Radford.

4) Participated in Faculty Development Week activities: Raychelle attended all faculty development week activities in January 2016, but was sick and missed August 2016 faculty development week.

5) Career advisement: While Dr. Bienvenu is officially listed as MASLED student advisor, Raychelle provides general graduate school and career advising for all MASLED students and alumni.

6) Maintains MASLED Private Facebook Groups: 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.

7) Participated actively in an organization related to an academic field: Board member/Secretary, ASL Teachers Association (ASLTA) July – December 2017

8) Served on MASLED screening committee: Along with Medugno-Kuehne and Bienvenu, Raychelle co-led the screening and selection of new MASLED students for the 2017 and 2018 cohort.

9) Participate as Department Representative for TLT committee: Raychelle served on the TLT committee as a member during 2016 – 2017 AY.

10) Participate as Department Representative for IRB committee: Raychelle served on the IRB committee as a reviewer and committee member in Dr. Gene Mirus' absence during 2016 – 2017 AY.

11) Recruiting: Raychelle spearheaded the MASLED recruiting video series, starting with the Austin recruiting video of MASLED alumni and where they are currently working.

12) Continued Professional Development: Raychelle attends workshops and presentations frequently as listed in this DRE. She especially enjoys collecting CEUs to maintain her interpreting certifications.

13) Chair, Search Committee: Chaired a search committee for two ASL faculty positions Spring 2017 in which both positions were filled.

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

☒ self-report ☒ peers ☒ personal observation ☐ other

C. Narrative:

As a distance faculty, Raychelle is fully committed to being on campus or participating virtually for department retreats, professional development weeks, attending program graduation, Teaching and Learning with Technology committee meetings, Institutional Review Board committee meetings, and attending the Deaf Translators Summit and the Symposium on Signed Language Interpretation and Translation Research.

During the Spring, Summer and Fall 2017 semesters, Raychelle continues to work closely with Dr. MJ Bienvenu, MASLED co-director, on various projects and initiatives such as program advertising, recruitment, retention, assessment, schedule, course offerings, program reporting (e.g. UEP and LAU) and more.

In May 2017, Raychelle was honored again with a *Lavender Graduation Certificate of Appreciation* for being an outstanding advocate from our MASLED alumni, Noe Turcios. During the Summer of 2017, Raychelle voluntarily worked closely with Summer Coordinator Miranda Medugno-Kuehne on MASLED program coordination, attended and hooded students during the MASLED program graduation.

As evident in the list of professional development opportunities, Raychelle continues her steadfast commitment to honing her technological, interpreting 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*) 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		
2. Scholarship/creative activity/research		
3. Service		
4. ASL Proficiency ASLPI date: 2009	4+	N/A
5. Professional Integrity		N/A
	Total:	

Section VII: Personnel Action Criteria

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

Section VIII: Summary/Recommendations

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

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:** _____

A handwritten signature in black ink, appearing to be 'HARRIS', written over a horizontal line.

Chair¹ _____

Date: February 1, 2018

Faculty member comments (optional):

Faculty Member² _____ Date _____

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.