

## Annual Work Plan and Evaluation Process

This annual process is designed to support faculty planning, growth and assessment. At the beginning of each academic year faculty will articulate and prioritize goals for teaching, scholarly/creative activity, and service. Work plans are intended to be developed in collaboration with department chairs.\* This provides an opportunity for faculty to integrate individual professional development plans with the needs of the department and the university mission as well as to identify resources that support accomplishing these goals. Faculty will determine the evidence that will be used to assess achievement of annual goals and will reflect on accomplishments and needed revisions on an annual basis.

## Purpose of the Work Plan

- Workload /differentiation of load
- To create an opportunity for “conscious planning” by developing annual goals for teaching, scholarship and service.
- To promote conversation between the Chair and the faculty member
  - to identify resources required for achieving professional goals,
  - to consider how individual professional goals align with the needs of the department and the mission of the university,
  - to plan a sustainable work load.
- To evaluate the outcome of professional goals on a yearly basis by determining evidence of success or progress toward goals.
- To promote reflection regarding accomplishments and needed revisions of professional goals.
- To enhance individual and institutional accountability.

\* Chairs will develop work plans in collaboration with the College Dean.

### Description of Work Plan and Evaluation Process

**All continuing faculty:** In the spring of each year, all faculty will return to the work plan that they wrote the prior year and reflect and do a self-evaluation. At the same time you will complete a draft work plan for the following year. Faculty will then schedule a meeting with their chair sometime in April or May. A further description is below.

#### Year-end self-evaluation and Chair Review for 2012-13

Return to your work plan and reflect on your goals for the year. Explain how you met your goals or how you made progress towards your goals. Provide a short self-reflection on your year. Feel free to discuss items that were not part of your original work plan, but became major elements of your work. After preparing your self-evaluation, send it to your Chair and set the date for your annual work plan review and goal setting meeting with your Chair. **The completed work plan for the current year with the Chair’s evaluation and recommendation for salary increase is due to the Dean from the Chair by May 31<sup>st</sup>.**

#### The Work Plan for 2013-14

For each area – teaching, scholarly/creative activity, and service as applicable based on your appointment type – provide a description of your major goals/initiatives for the next academic year and what you hope to accomplish. Provide a means for self-reflection/self-evaluation. How will you know if you were successful in meeting your goals? What evidence of success will you use? Next year’s work plan should be discussed and completed with your chair during the annual review meeting in April or May. This work plan does not get forwarded to the Dean, but is to be used as a guideline and tool during next year.

**Final Chair evaluation:** In April/May following review of the faculty member’s work plan and a meeting with the faculty member, the Chair will prepare a final evaluation based on the work plan, the faculty member’s self evaluation, student course evaluations, any classroom observations that may have taken place, and any additional pertinent information. The Chair will use this information to provide an assessment, make recommendations for future goals, and to make a final recommendation for salary increase.

Faculty name: Mary Elizabeth Contrary

Rank: Associate Professor

Administrative title (if approp.)

Department: Culinary Arts and Food Science

**Teaching:** A normal fulltime teaching load is 12 credits/semester. What is your assigned teaching load for the next academic year (e.g. how many credits of teaching/term): **This academic year I will be teaching 9 credits per semester (3/3), with 3 credits each semester (one course) reallocated for research (see explanation under scholarship).**

Describe major initiatives related to teaching and advising which may include plans for professional development. (Use as much space as is necessary)	How will you self-assess? What evidence will you use to reflect on your accomplishments? (Complete during planning process) At year end, return to this section and comment on success or progress toward goal
<b>Faculty Work plan:</b>	<b>Faculty Self-Assessment:</b>
I will again teach <b>Introduction to Food Science</b> (FS 1010; 3 credits) in both Fall and Spring semesters. This year I plan to involve students in a project assessing the effect of food coloring on taste perception of orange juice.	Projected evidence: See student posters in scholarship section below ( <b>Student Showcase of Excellence</b> )  Year end faculty self-assessment:
In my <b>Artisan Breads and Baking Production</b> class (CUL254; 3 credits Fall, 3 credits spring) I plan to do more group work, and experiment with <i>peer teaching</i> . Students will be trained one-on-one in the art of marking specific types of bread, and then these “master” students will train others in the class.	Projected evidence: Grades on bread projects should be higher than those from past semesters, when students were taught using PowerPoint presentations in traditional lecture format.  Year end faculty self-assessment:
I plan to add many more short videos to the Moodle page for my spring <b>Research Methods in Taste Testing</b> class (FS 3460; 3 credits). This is in response to comments made by students in the past two semesters (CoursEval feedback) on how useful these video clips were at illustrating the techniques described in class.	Projected evidence: Moodle pages from Spring semester will show twice as many videos as the same pages from the Fall.  Year end faculty self-assessment:
In all my classes I will, again, set up <b>discussion groups</b> within Moodle <i>separately</i> for each course topic. This approach, first attempted last spring, appears to be a good way for students to learn from each other, as well as for me to learn which concepts are most difficult and <i>how</i> they are being misunderstood.	Projected evidence: The discussion groups will appear on each course’s Moodle page, along with dozens of student posts under each topic. Scores on questions <i>assessing</i> mastery of these topics should improve relative to scores before these groups were used.  Year end faculty self-assessment:
As an advisor I plan to set up additional web-links and information pages to help my advisees navigate the course selection and registration waters. I began doing this last semester, and it proved so popular that other <b>Culinary Arts and Food Science</b> faculty were directing <i>their</i> students to my pages.	Projected evidence: Links to these pages can be found on my homepage ( <a href="http://plymouth.edu/MaryContrary">http://plymouth.edu/MaryContrary</a> ).
I plan to once again offer – and guarantee - a <b>Special Topics in Food Science</b> section (FS 3800) during the Winterim term. This course will be offered in hybrid format, meeting 3 times per week (MWF) for 2.5 hours/session, and then online for the other two days. The topic for the upcoming Winterim session: <b>Dough Variations: Pizza, Pasta and Pastry</b> .	Projected evidence: My name will appear as <i>instructor</i> for this course during the <b>Winterim 2015</b> semester, which will likely have an enrollment of about 12 students, based on past Winterims.

**Faculty member reflection:** (this is a place where you can discuss things that you accomplished that were not on your original work plan)

**Chair comments:** (Chair may provide comments here during initial meeting. At year end, Chair should provide summative evaluation of faculty in terms of work plan as well as overall teaching assessment)

**Scholarly/creative activity:** Please describe any “credit re-allocation” you have to devote to scholarly activity if applicable? (i.e. a 3-4 teaching load means you have re-allocated 3 credits for additional scholarship. Your work plan should reflect this load shift)

**According to my chair, the research activities listed below are about twice what the average faculty member in this department accomplishes in a typical year (2 semesters), and thus justifies my re-allocation of 3 credits per semester from teaching to scholarly activity.**

Describe your plans in the area of scholarly/creative activity. (Use as much space as is necessary)	How will you self-assess? What evidence will you use to reflect on your accomplishments? (Complete during planning process) At year end, return to this section and comment on success or progress toward goal
<b>Faculty Work plan:</b>	<b>Faculty Self-Assessment:</b>
Plan to present a paper with two student co-authors at the upcoming <b>Food Structure and Function Symposium</b> (April 2014, Amsterdam, The Netherlands): Mary Contrary, Jacob Gouda, and Lindsey Faris. <i>Orosensory qualities of pizza dough mixed by humans vs. machines.</i>	Projected evidence: The paper will appear in the proceedings of this conference ( <a href="http://www.foodstructuresymposium.com/index.html">http://www.foodstructuresymposium.com/index.html</a> ). Year end faculty self-assessment:
Will do final edits and modify figure #3 (as per suggestions by blind reviewer) for paper already accepted for publication by the journal <b>Flavour</b> . <i>Quality of milk from rBST-* vs. non-rBST-treated cows: A double-blind taste test.</i>  * recombinant bovine somatotropin.	Projected evidence: Article will appear in an upcoming edition of <b>Flavour</b> ( <a href="http://www.flavourjournal.com">http://www.flavourjournal.com</a> ). Year end faculty self-assessment:
With the help of 3 student research assistants, I plan to continue collecting data on the effect of rBST treatment on bovine behavior.* This project will take place at cooperating farms in Rumney and Littleton, NH, and should be completed by the end of the Fall semester. The resulting paper will be written and submitted to the journal <b>Applied Animal Behaviour Science</b> by mid July. Possible title: <i>rBST: What about the cows?</i>  * This research is supported by (AREA) Grant # 436757 from the <b>National Institutes of Health</b> (Start Date: June 2013; End Date: May 2016).	Projected evidence: The data and draft manuscript will be accessible on my computer, and the paper will be submitted to <b>Applied Animal Behaviour Science</b> . ( <a href="http://www.journals.elsevier.com/applied-animal-behaviour-science/">http://www.journals.elsevier.com/applied-animal-behaviour-science/</a> ). Copies of email correspondence between myself and this journal’s editor will be available as soon as the paper is sent out for review, and again when the reviews are received and a publication decision communicated. Year end faculty self-assessment:
Plan to collect pilot data on a project assessing how color modification might influence the taste of frozen orange juice. Food coloring will be added to off-the-shelf brands of orange juice (Hannaford Foods, Inc.), and then students enrolled in my <b>Introduction to Food Science</b> course (FS 1010) will serve as both experimenters and subjects to carry out double-blind taste tests of these altered OJ samples.	Projected evidence: Student-authored posters of these experiments will be presented at Plymouth State’s annual <b>Student Showcase of Excellence</b> , held near the end of the spring semester. Year end faculty self-assessment:
<b>Faculty member reflection:</b> (this is a place where you can discuss things that you accomplished that were not on your original work plan)	
<b>Chair comments:</b> (Chair may provide comments here during initial meeting. At year end, Chair should provide summative evaluation of faculty regarding scholarly/creative activity)	

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**Service:** Please describe any “credit release time” you have devoted to service activity if applicable? **None.**

<p>Describe your plans for service and/or outreach activities. Describe how your goals support your dept. plan and/or the Univ. Strategic plan? (Use as much space as is necessary)</p>	<p>If applicable, how will you self-assess and what evidence might you use? (Complete during planning process) At year end, return to this section and reflect on your meaningful contributions.</p>
<p style="text-align: center;"><b>Faculty Work plan:</b></p>	<p style="text-align: center;"><b>Faculty Self-Assessment:</b></p>
<p>I will continue serving as <b>scribe</b> for all <b>Culinary Arts and Food Science</b> department faculty meetings.</p>	<p>Projected evidence: My name will appear as scribe at the end of the <i>minutes</i> from each meeting (first and third Wednesdays of each month).</p> <p>Year end faculty self-assessment:</p>
<p>I will continue serving on the <b>Academic Integrity Panel</b>, as needed. Last year I served on 3 such panels, hearing 5 cases in total. This has proven to be a great way to learn about the variety of ways students violate these rules, and the consequences normally imposed for each type of infraction.</p>	<p>Projected evidence: I will participate in any <i>violation of academic integrity hearings</i> that I am asked to attend, and my name will appear in the formal proceedings/records of those hearings.</p> <p>Year end faculty self-assessment:</p>
<p>I will continue to volunteer for most departmental activities, such as the <i>Academic Minors Fair</i>, for which I created our table’s masthead: <b>Minoring in Food Science: A Tasty Proposition!</b>, and the yearly <i>Registration for Incoming Student</i> events and <i>Open Houses</i> for both prospective and accepted students (and parents).</p>	<p>Projected evidence: My chair will have a record of my attendance at these events and of my record of volunteerism. All</p> <p>Year end faculty self-assessment:</p>
<p>I will attend both Fall and Spring <b>Convocations</b>, as well as the <b>Commencement Ceremony</b> in May. As evidence of my commitment to continue attending these celebratory events I recently purchased a cap, gown and hood from my alma mater: the <b>Culinary Institute of America: Graduate Division (Hyde Park, NY)</b>.</p>	<p>Projected evidence: My chair will have records of my attendance at all these functions.</p> <p>Year end faculty self-assessment:</p>
<p>I was recently elected to serve as Chair of our <b>Human Subjects Institutional Review Board</b>, of which I’ve been a member since Fall of 2006. As chair, I plan to streamline the application process by making better use of online forms and electronic submission and decision software.</p>	<p>Projected evidence: By the end of Spring semester, the IRB website will feature a variety of forms with “fill and save” capability, as well as a new portal for submitting proposals for experiments involving human subjects.</p> <p>Year end faculty self-assessment:</p>
<p>I will continue serving on the Dean of Arts and Science’s <b>STEM Education Advisory Board</b>, whose mission/goal is to <u>double</u> the number of graduates in STEM fields (Science, Technology, Engineering and Mathematics) by the year 2025. Strategies for accomplishing this goal include establishing curriculum-based partnerships between our University and local community colleges and high schools, arranging hands-on/applied science summer internships for high school students and faculty, and creating a web-page illustrating connections between the four STEM disciplines, as well as how the <b>Arts</b> interface with STEM fields (referred to as <b>STEMA</b>). A large part of this task force’s focus will be on increasing representation of women and minorities in STEM fields.</p>	<p>Projected evidence: I will continue to be listed as a member of this advisory group (follow the <b>Faculty Governance</b> link on the MyPlymouth main page), attend all meetings (2<sup>nd</sup> and 4<sup>th</sup> Fridays each month), and volunteer for subcommittees and task forces as needed.</p> <p>Year end faculty self-assessment:</p>
<p><b>Faculty member reflection:</b> (this is a place where you can discuss things that you accomplished that were not on your original work plan)</p>	

**Chair comments:** (Chair may provide comments here during initial meeting. At year end, Chair should provide summative evaluation of faculty regarding service).

My only comment: I fear that this faculty member may be biting off more than she can chew.

Faculty member electronic signature:

Date:

**Chair's Year-End evaluation including salary increase recommendation (no increase, general increase, or Recognition increase):** (chair should include overall assessment of faculty member's performance including the extent to which faculty meet basic performance expectations, an assessment of student course evaluations, classroom observations and other data as applicable).

Chair's electronic signature:

Date:

### **Description of Work Plan and Evaluation Process**

**New faculty:** should develop their work plan with their Chair in September of their first year at PSU.

**All continuing faculty:** In the spring of each year, all faculty will return to the work plan that they wrote the prior year and reflect and do a self-evaluation. At the same time you will complete a draft work plan for the following year. Faculty will then schedule a meeting with their chair sometime in April or May. A further description is below.

#### **Year-end self-evaluation and Chair Review for current year**

Return to your work plan you wrote for this current year and reflect on your goals for the year. Explain how you met your goals or how you made progress towards your goals. Provide a short self-reflection on your year. Feel free to discuss items that were not part of your original work plan, but became major elements of your work. After preparing your self-evaluation, send it to your Chair and set the date for your annual work plan review and goal setting meeting with your Chair. **The completed work plan for the current year with the Chair's evaluation and recommendation for salary increase is due to the Dean from the Chair by 31<sup>st</sup>.**

#### **The Work Plan for next year**

For each area – teaching, scholarly/creative activity, and service – provide a description of your major goals/initiatives for the next academic year and what you hope to accomplish. Provide a means for self-reflection/self-evaluation. How will you know if you were successful in meeting your goals? What evidence of success will you use? Next year's work plan should be discussed and completed with your chair during the annual review meeting in April or May. This work plan does not get forwarded to the Dean, but is to be used as a guideline and tool during next year.

**Final Chair evaluation:** In April/May following review of the faculty member's work plan and a meeting with the faculty member, the Chair will prepare a final evaluation based on the work plan, the faculty member's self evaluation, student course evaluations, any classroom observations that may have taken place, and any additional pertinent information. The Chair will use this information to provide an assessment, make recommendations for future goals, and to make a final recommendation for salary increase.