

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 31st.**

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: Susan Lucci

Rank: 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 12 credits per semester (4/4).**

<p>Describe major initiatives related to teaching and advising which may include plans for professional development. (Use as much space as is necessary)</p>	<p>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</p>
<p>Faculty Work plan:</p>	<p>Faculty Self-Assessment:</p>
<p>Because of the department's recent commitment to allowing our Food Science major to be completed fully online, I will be completing the University's online teaching certification process. My certification project will be to create the online version of Intro to Food Science over the summer and then to teach the online class in the spring.</p>	<p>Projected evidence: I will have completed the certification. In addition, I will have a fully develop online version of Intro to Food Science. I will also have the student evaluations for the first online offering of the course.</p> <p>Year end faculty self-assessment:</p>
<p>In response to the new food labels from the FDA, I will revise the labs in our QRCO course, Numerical Methods in Food Science.</p>	<p>Projected evidence: New labs will have been created, used and evaluated by both the students and me.</p> <p>Year end faculty self-assessment:</p>
<p>Having taught our TECO course, Food Gadgets and Technology, for the first time this past year, I realize the importance of exploring ethical considerations regarding food technology use. I plan to develop a series of assignments in which students investigate food shortages and famine around the world, quantify the waste involved if juicing technology becomes widespread, and then make recommendations about how to capture and use that waste effectively.</p>	<p>Projected evidence: A new series of assignments will be added to the course and students will be able to explain some of the ethical issues involved with food technologies.</p> <p>Year end faculty self-assessment:</p>
<p>I am a strong advocate of the "Mindful Eating" movement and would like to incorporate its principles into all of my classes. I plan to attend a conference at Dartmouth College called Teaching the Mindful Eating Way after which I will have a better idea of the kinds of assignments I should incorporate into my classes.</p>	<p>Projected evidence: I will have attended the conference and developed at least 1 assignment for 1 of my classes using Mindful Eating Principles.</p> <p>Year end faculty self-assessment:</p>
<p>I will continue to be part of a reflective practice group that focuses on issues of teaching.</p>	<p>Projected evidence: I will have presented several dilemmas to the group. I will also have contributed to others' understandings of their own dilemmas. The deeper thinking arising from these conversations will improve my teaching practice.</p> <p>Year end faculty self-assessment</p>
<p>Because of confusion between the department's advisors and their advisees, I plan to set up a protocol for tasks to be completed by advisees before their meetings to discuss scheduling of classes for the following semester. Advisors will use the protocol as a kind of "contract" with the student about being prepared for these kinds of advising meetings. The topic for the upcoming Winterim session: Dough Variations: Pizza, Pasta and Pastry.</p>	<p>Projected evidence: I will begin using the protocol and will discuss it with other advisors within the department for possible adoption.</p> <p>Year end faculty self-assessment</p>
<p>Faculty member reflection: (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 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)

I have no credit reallocation.

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
Faculty Work plan:	Faculty Self-Assessment:
I am currently negotiating a contract with Johnson and Wales Press for a book called <i>Ethics and Food: A Case Study Approach</i> . The book is designed as a textbook to support the Food Science Institute’s new curriculum guidelines that Culinary Arts programs include material about ethical decision-making.	Projected evidence: A contract and a plan/schedule for completion the text. Year end faculty self-assessment:
I have been invited to give the keynote talk at the National Culinary Sciences Conference (NCSC) in Orlando in January. The tentative title of my talk is “Saliva, Stomach Acid, and S**t: Cooking for Digestion”.	Projected evidence: The emailed invitation is available for review and once I attend the conference, I will have the conference program with the keynote listed Year end faculty self-assessment:
I am writing a paper called “Philosophizing Food Science: Results from the Field” which describes the results of my work during the last two years in my Intro to Food Science class. In that work, I integrated the philosophy of food into a class focused on the science of food. I plan to submit the article to <i>The Journal of Pedagogy and Food</i> .	Projected evidence: The paper will have been written and submitted. In addition, reviews of the paper will be available. Year end faculty self-assessment:
I have submitted the paper “To Gadget or not To Gadget: the Ethics of Technology Use in Food Preparation” to the Conference on Cookery Technology (CCT) to be held in Chicago in November. I plan to prepare the paper for publication although I am not sure where I will submit it yet.	Projected evidence: If the paper is accepted, the conference program will show the paper. Once I prepare the paper for publication, I will have to paper itself. Year end faculty self-assessment:
I am working on the final edits for the volume that I have edited called <i>Art or Science?: Resolving the Conflicts between Food Science and Culinary Arts</i> to be published by Oxford University Press in December. I also wrote the introduction.	Projected evidence: The book will have been published. Year end faculty self-assessment:
I was invited to write an essay called “Putting the Eater First: Listening and Food Preparation” for a special edition of the journal <i>Listening: A Journal of Communication in Context</i> . This was on my workplan for last year and I should be finished with the edits and its publication over this summer, which is why I’m including it again.	Projected evidence: The article will have been published. Year end faculty self-assessment:
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 regarding scholarly/creative activity)	

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

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)	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.
Faculty Work plan:	Faculty Self-Assessment:
I will continue to Chair the General Education committee.	Projected evidence: I will have sent out all of the email correspondence to department chairs regarding deadlines and other information about the work of the committee. Year end faculty self-assessment:
I will serve on the P&T committee for a department colleague who is up for tenure and promotion next year.	Projected evidence: I will have attended all meetings of the committee and can have that attendance verified by the chair of the committee. Year end faculty self-assessment:
I will serve on the NEASC Steering Committee, chairing the standard on General Education (standard 6)	Projected evidence: My name will appear in the NEASC report. Year end faculty self-assessment:
I will continue to present my program for Humanities to Go for the New Hampshire Humanities Council. I presented “Food: A Cultural History” four times last year and expect I will present a similar number of times this year.	Projected evidence: The Humanities to Go statewide calendar will show my scheduled presentations. Year end faculty self-assessment:
I was elected as Division Chair for the Philosophical Inquiry division of the National Food Sciences Association (NCFA).	Projected evidence: My name will appear on the program for the NCFA convention in April. Year end faculty self-assessment:
I will continue to serve on the Board of Directors for the Campton Food Pantry.	Projected evidence: My name will appear in the meeting minutes for the directors meetings. Year end faculty self-assessment:
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 regarding service).	

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 31st.**

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.

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