

Faculty name: Sarah Baker

Rank: Associate Professor of Pastry Arts

Administrative title (if approp.)

Department: Culinary Arts

**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): 12/12

<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><b>Faculty Work plan:</b></p>	<p><b>Faculty Self-Assessment:</b></p>
<p>Advanced Wedding Cake Design 402: I plan to add in a new section on painted icing. Students will end the term with a campus-wide contest (and taste test) for the designs. I will create parameters for the contest so that students get the most out of the campus-wide comments.</p>	<p>Projected evidence: Contest results will be collected, tabulated, and returned to individual students. Students</p> <p>Year end faculty self-assessment: The taste testing brought out half the student body. They were thoughtful in their critiques. I tabulated the evaluation forms, based on a new rubric. Students found that they stepped up their game knowing that they were going to be critiqued, especially by their peers. I will use this again.</p>
<p>Topics 300: Beyond Pastry: I learned how to do layered types of pastries at two conferences I attended last year and will practice the techniques non-stop over the fall and winterim. I will offer a topics class to students during spring. The course will include not only advanced pastry making but also get students to work on the descriptions for their designs. This will involve not only my own critique of their descriptions but also the critique of my former mentor, Chef Francois Patisserie, who has offered to come to campus. We will then ask 10 chefs (whom I've already contacted) to judge the final descriptions.</p>	<p>Projected evidence: Layered pastry results for the class. See attached rubric I have created for grading the pastry. Writing will include both an online sharing as well as several critiques before Chef Patisserie sees them.</p> <p>Year end faculty self-assessment: Chef Patisserie not only critiqued the descriptions but gave a demonstration in class, a demonstration that was open to all comers! I quickly made new department pamphlets, had PR approve them, and handed out flyers during his visit; we gained three new majors because of it! Students learned so much from this assignment: poise in front of a difficult chef, the challenge of pastry taken to a new level, and writing sale-able descriptions of their products. I doubt that we can recreate this particular result again, given the costs, but it was well worth it.</p>
<p>Food Science 105: Spring. I have never taught this course and am looking forward to the challenge. The Food Science lab is woefully inadequate so I will write a grant to upgrade it.</p>	<p>Projected evidence: I plan to take the class to two different manufacturers' food science labs.</p> <p>Year end faculty self-assessment: The grant was funded! We learned in October that the funding would come through. The research I did on lab resources over the summer came in handy as the department members sifted through all the possibilities. We can now offer out students a real science experience – so necessary in Culinary Arts.</p>
<p>I will advise three senior thesis projects for our department.</p>	<p>Projected evidence: Three completed projects with scientific evidence and professional presentation, ready for the job market.</p>

	Year end faculty self-assessment: Of the three students, two did excellent work. One, however, was not able to complete her project due to personal issues. I will work with her over the summer and hope that she will be able to complete the work and graduate.
<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> <p>Although it was not in my original work plan, I stepped in to teach the Dynamics of Heat Transfer and Physical Properties of Food when the instructor who generally does that was unable to. I have not taught the course before so I did do quite a bit of reading after I learned of the addition two weeks before classes began. I discovered that I have a passion for this new way of cooking, although some of the lessons were less than successful because of my lack of knowledge of the cuisine.</p> <p>I believe that our department could use a class in Marketing and Promoting Food. Such a class will prepare students for life after culinary school and help with retention.</p>	

**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)  
No 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
<p align="center"><b>Faculty Work plan:</b></p> <p>I have been working to add professional chef classes to our curriculum. To do that, I have been taking additional classes at the Culinary Institute of America (three hours away). The chair of the Culinary Science department and I have mapped out an advanced curriculum that will allow me to earn what amounts to a Masters in Culinary Science.</p>	<p align="center"><b>Faculty Self-Assessment:</b></p> <p>Projected evidence:  I will sign up for three-four courses, in consultation with the chair, taking two over our winter break.  Year end faculty self-assessment:  I completed two courses, Advanced Food Chemistry and Food Marketing, with As in both classes. I had hoped to take four but the addition of two new classes did not make that possible.</p>
<p>I will give three different presentations at three conferences: one in NYC, one in LA, and one in London, all on my specialty of pastry with application of my ongoing research in food chemistry. At London, I will be the keynote speaker for Royal Food Museum Annual Food Issues and Innovations Conference.</p>	<p>Projected evidence: The three conferences will give me a chance to try out three new ideas for building pastry buildings using a very short pastry (which generally can't be used because, while tasty, it crumbles).</p> <p>Year end faculty self-assessment: I blogged from each conference so my students were able to follow along. We also set up a live stream in the palace and, using time lapse photography, people were able to see how the new recipe worked. I suppose this could be added to the teaching section as well ☺ I also used the time-lapse photography as part of the keynote talk. Then we were able to eat the “building.” Because I was surrounded by professionals, I had them fill out evaluation forms; I plan to share the results with the group. The conferences in NYC and LA were for other new recipes that I've developed. The recipe I tried in LA was based on the advanced food chemistry course that I took. It needs a bit of work. I tried something quite different – using a new filling as well as pastry – in</p>

	<p>NYC. Jimmy Fallon and his crew came over and filmed it! I now have 3 new video clips for the Moodle site of my course, <i>Beyond Pastry</i> in addition to being able to use this material for the development of a new recipe book.</p>
<p>I have been asked to create Buckingham Palace in pastry for the forthcoming wedding of Prince Harry. While unpaid, the publicity will be priceless. The challenge will be combining the flavors that both the Prince and his bride want in the creation.</p> <p>I will prepare a food journal and blog for this project addressing the history of cake preferences in the British Royal Family from the Tudors to Present which will include primary source research, authentic recipes, and agricultural production and trade influences.</p>	<p>Projected evidence: During the six weeks it will take to prepared the “Palace,” I have obtained access to part of the Palace kitchens and will use a large corner of the freezer as we begin the process of assembling.</p> <p>Year end faculty self-assessment: The project was successful and the wedding lovely. I was able to make several connections with London pastry chefs. They will visit our institution to give special classes here and, if I can arrange it, other culinary arts programs in the Northeast. I will write a grant to have their trips funded.</p> <p>Blog and journal have begun. Research is still in progress with anticipated December completion. Confirmed publication interest with Bon Appetit and Epicurious.</p>
<p>The department would like to add a Research Methods course for the major. I plan to do some research on the scientific evaluation of traditional cooking techniques and culinary chemistry to see how they might fit into the curriculum.</p>	<p>Projected evidence: Syllabus for new Research Methods course, approved by the Curriculum Committee.</p> <p>Year end faculty self-assessment: I was able to get the approvals necessary and the course will be part of the curriculum. We do foresee a staffing problem. I will handle the course next year as an overload with the understanding that we should be able to hire a new faculty member during the next academic year.</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) Enrollments increasing – problems with lab space.</p>	

**Service:** Please describe any “credit release time” you have devoted to service activity if applicable?

<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><b>Faculty Work plan:</b></p>	<p><b>Faculty Self-Assessment:</b></p>
<p>Grant – see above. Create a new Food Science lab.</p>	<p>Projected evidence: Grant funded and materials ordered.</p> <p>Year end faculty self-assessment: The new lab will be finished in time for summer classes! I look forward to being the first instructor to use it! It will also allow me to put one of the classes I took last winter into use.</p>
<p>Chair of committee to create new program in Food Science.</p>	<p>Projected evidence: The department has elected me to head the new Food Science committee.</p> <p>Year end faculty self-assessment: Developed all the syllabi (many last summer), worked with the Curriculum Committee and then PR to begin advertising the program. I took the information to the conferences I attended and shared it online. We already have 30 people interested and 15 people signed up for the program!</p>
<p>Develop a radio show to help home chefs with their dessert creations. I will have to refresh my baking skills!</p>	<p>Projected evidence: I have never worked with radio so this will be a new experience. WNYC is working with me and assures me that it will work well.</p> <p>Year end faculty self-assessment: Took an additional course in NYC for baking. The radio show was a success! After a month, we had lots of call-ins. I still am not skilled enough at baking and plan to return to learn more during the summer.</p>
<p>Summer: will serve as department liaison with four nearby culinary arts programs to discuss ways to share our resources.</p>	<p>Projected evidence: A rubric of possible overlaps and ways to share resources.</p> <p>Year end faculty self-assessment: I spent much of August working on this and developed a great relationship with Baking, Inc., The Pastry School, the Food Management Institute, and the Culinary Institute of America. We have agreed to share three courses (online) and several of the close-by programs will share our new Food Science kitchen this summer while we will share their large buffet-prep kitchens.</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)

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.