

Culinary Arts Faculty Evaluation, Rank and Tenure Procedures

The Culinary Arts Institute (CAI) department chair is required to conduct a yearly appraisal interview and provide a written evaluation of each faculty member's performance. Each full-time faculty member is required to develop a Faculty Plan and have it approved by the CAI department chair. Data is then collected (including students' evaluation of instruction) to show achievement of goals identified in the plan. A Faculty Report documenting plan accomplishments is then created by the faculty member. This report is then evaluated by the CAI department chair and an assessment of "Above Expectation", "Meets Expectation", or "Below Expectation" assigned.

The purpose of following documents is to clearly define the process outlined above in sufficient detail to allow faculty members to write appropriate plans and reports and to help department chairs to evaluate faculty plans and reports in an unbiased yet critical manner. This process then becomes the basis for all CAI rank and tenure advancement.

The timeline outlined below identifies the due dates for each part of the evaluation and tenure/advancement request process. It is suggested that where possible faculty members strive to complete the required documents as soon as possible before the deadlines.

CAI Faculty Evaluation, Rank & Tenure Timeline: *(beginning 2011 – 2012)*

May 15	Annual Faculty Report (AFR) is due to CAI Department Chair <i>(for previous academic year)</i>
August 20	CAI Chair evaluation of faculty AFR Annual Faculty Review by CAI Chair
August 30	Annual Faculty Plan (AFP) is due to CAI Department Chair <i>(for upcoming academic year)</i>
Sept 7	Final Review and signing of AFP with faculty member and CAI Chair
Sept 15	Request for Tenure Review and/or Rank Advancement <i>(per University Policy)</i>

CAI Rank Schedule

Instructor

- AAS degree (or higher) in Culinary Arts or Restaurant, Hospitality Management
- American Culinary Federation Certification at Certified Working Pastry Chef (CWPC) or Certified Sous Chef (CSC)
- minimum 3 years professional industry experience, no less than 1 year at certification level

Assistant Professor

- AAS degree (or higher) in Culinary Arts or Restaurant, Hospitality Management or advanced degree. (BS / BA)
- American Culinary Federation Certification at Certified Executive Pastry Chef (CEPC) or Certified Executive Chef (CEC)
- minimum 5 years professional industry experience, no less than 2 years at certification level
- 3 years post-secondary educational experience in discipline or closely related discipline (*Restaurant Management, Hospitality Management, Technology Management, Food Science, etc.*).
- Record of service on a department level (*as defined in CAI RTP Criteria*)

Associate Professor (Tenure, year seven)

- AAS degree (or higher) in Culinary Arts, Restaurant Management, Hospitality Management or advanced degree in other discipline. (BS / BA)
- ACF Certification at the Certified Chef Educator (CCE) level.
- Progress towards Bachelor's degree in discipline, or closely related discipline. (*see above*)
- 3 years post-secondary educational experience in discipline or closely related discipline (*see above*).
- Record of service on a College and University level. (*as defined in CAI RTP "Service" Criteria*)
- Exemplary achievement in at least one of the areas of Teaching, Service and Scholarly Work, Teaching may not fall below "good". (*as defined in CAI RTP "Teaching" Criteria*)
- Professional achievement or recognition on the state or regional level. (*as documented by associations like URA, ACF, FELC, WACS, NRA, RCA or FENI, etc...*)
- Demonstrate the use of "Engaged Learning" techniques (*as defined by UVU engagement policy*)

Professor

- Bachelor's Degree in discipline or closely related discipline. (*see above*)
- Progress towards MS or MA degree in discipline, or closely related discipline. (*see above*)
- Terminal Certification from the American Culinary Federation (ACF) at the Master Chef (CMC) or Master Pastry Chef (CMPC) level.
- Record of scholarly work* including National level recognition in culinary field for accomplishments, presentations or publications. (*as documented by associations like URA, ACF, FELC, WACS, NRA, RCA or FENI, etc...*)
- Exemplary achievement in at least two of the areas of Teaching, Service and Scholarly Work, one of which must be teaching. (*as defined by CAI RTP committee*)
- Professional achievement or recognition on the regional or national level. (*as documented by associations like URA, ACF, FELC, WACS, NRA, RCA or FENI, etc...*)
- Continued record of service on the University level. (*as defined in CAI RTP "Service" Criteria*)

**scholarly work must be specific to culinary discipline*

ANNUAL FACULTY PLAN
Academic Year 2010-2011

NAME: _____

DATE: _____

Your Annual Faculty Plan should consist of a goal sheet in each of the three areas of faculty assessment: teaching, scholarship, and service. The objective is to set goals that will help you improve your effectiveness as a faculty member.

See the document titled "Faculty Evaluation in the College of Technology and Computing" for more details on completing your Annual Faculty Plan

YOUR ANNUAL FACULTY PLAN IS DUE TO YOUR DEPARTMENT CHAIR BY
***** SEPTEMBER 15 *****

Faculty Member _____

Department Chair _____

Date Signed _____

ANNUAL FACULTY PLAN
Teaching Goals

- A. I want these goals to count for _____ % toward my evaluation.
- B. Detailed teaching goals:
- C. I will evaluate the results of these goals in the following way:
- D. To utilize the knowledge I have gained from achieving these goals, I will....
- E. To accomplish these goals, I will need.... (*resources*)

ANNUAL FACULTY PLAN
Service Goals

- A. I want these goals to count for _____ % toward my evaluation.
- B. Detailed service goals:
- C. I will evaluate the results of these goals in the following way:
- D. To utilize the knowledge I have gained from achieving these goals, I will....
- E. To accomplish these goals, I will need.... (*resources*)

Annual Faculty Report

Academic Year 2009-2010

Name: _____

Date: _____

Your completed report should be given to your supervisor as soon as possible after your last term of teaching for the academic year, but no later than September 1 of the next academic year.

Complete the tables for Teaching, Scholarship, and Service. Content for the first column (Goal Statement) should be copied from your Annual Faculty Plan on which you are reporting. Complete the Accomplishment Statement cell by summarizing what was accomplished for each goal and quantifying the effort involved. Complete the Utilization Statement cell by summarizing how you utilized your accomplishment to help yourself or others. ***All pertinent documentation should be placed in Appendices following the reporting tables and referenced in your Accomplishment Statement.*** Supplemental documents should be kept in your office files in case they are requested later. Finally, write an overall self-evaluation of your performance.

See the document titled "Faculty Evaluation in the College of Technology and Computing" for more details on completing your Annual Faculty Report.

Annual Faculty Report on Teaching Goals

Percent of Overall Evaluation: xx%

#	Goal Statement	Accomplishment Statement	Utilization Statement
1			
2			
3			
4			
5			

Annual Faculty Report on Scholarship Goals

Percent of Overall Evaluation: xx%

#	Goal Statement	Accomplishment Statement	Utilization Statement
1			
2			
3			
4			
5			

Annual Faculty Report on Service Goals

Percent of Overall Evaluation: xx%

#	Goal Statement	Accomplishment Statement	Utilization Statement
1			
2			
3			
4			
5			

Self-Evaluation

Name _____

Academic Year 2009 - 2010

Faculty Peer/Supervisor Evaluation
Instructional Delivery

Evaluation of _____ Evaluated by _____

Course _____ Section _____ Semester/Term _____

Year _____

Evaluator: Attend one class period taught by the faculty member listed above.

The Instructor...		1= Poor		5= Excellent		
		1	2	3	4	5
1.	Provided overview of planned content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Was prepared for class and well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Clearly explained the required tasks and their instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Seemed genuinely concerned about student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Addressed student questions and comments appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Assessed understanding of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Interacted and engaged conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Effectively used technology, visual aids, examples, handouts, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Demonstrated command of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Tied presented material together at the conclusion of the period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Points (add each column)		—	—	—	—	—
Totals		_____/50= <input type="checkbox"/>				
Comments						

Evaluator Signature _____

Date _____

Faculty Peer/Supervisor Evaluation
Course Design and Management

Evaluation of _____ Evaluated by _____

Course _____ Section _____ Semester/Term _____

Evaluator: Review all available course materials and data for the course and faculty member listed above

Year

1= Poor

5= Excellent

The Instructor...		1	2	3	4	5
1.	Outlined objectives (COMET) are thoroughly communicated and addressed throughout course materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Sufficient and appropriate content materials (visual and audio aids, etc.) are used to address different student learning styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Various teaching methods are planned and utilized to present the course materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Course materials are arranged/addressed in an appropriate sequence, utilizing a syllabus and schedule following department standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The course utilizes appropriate evaluation methods on an appropriate schedule to assess student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Each class session has an appropriate lesson plan or daily production schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The course uses engaged learning activities as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Students are kept informed of grades, progress in a timely fashion and all student issues are addressed promptly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Instructor maintains office hours and allows for student access appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Any change to course content or the syllabus is communicated to the students in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Points (add each column)		—	—	—	—	—
Totals		_____/50= <input type="checkbox"/>				
Comments						

Evaluator Signature _____

Date _____

Department Chair Review

Faculty Member: _____

Date of Evaluation: _____

1. Teaching Review

2. Review of Scholarship/Creative Work

3. Review of Service Work

4. Overall Review

Signatures:

Faculty Member: _____

Date_____

Department Chair: _____

Date_____