THE CONNECTIONS BETWEEN CULINARY EDUCATION AND THE RESTAURANT

INDUSTRY:

A PHENOMENOLOGICAL INVESTIGATION OF EDUCATORS', RESTAURANT

PROFESSIONALS' AND RECENT GRADUATES' VIEWS ON CULINARY EDUCATION
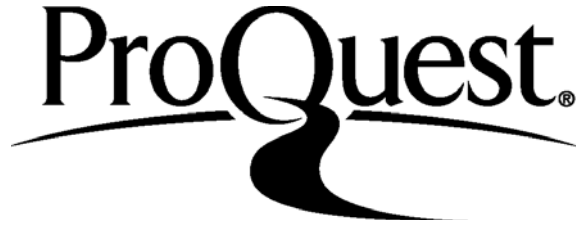
Michael Traud

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Abstract

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Michael Traud

Drexel University, March 2016

Chairperson: Edward Bureau

As restaurants in the United States grow in number, industry professionals are complaining about a lack of a qualified workforce and poor level of education provided in culinary arts curriculum. While some authors have addressed the quality of culinary arts curriculum in relationship to graduates' industry success, few have addressed the issue in an interview format of three main stakeholder groups (educators, restaurant chefs, and recent graduates). Further, none have addressed the professional development standards of these parties in relation to culinary arts education. The purpose of this phenomenological study is to address the current state of culinary education and its relation to workforce needs by members of the restaurant industry. Data will be collected through 15 one-on-one, semi-structured interviews and focus groups with members from each of the three stakeholder groups. The participants will represent faculty in culinary arts facilities in the metropolitan Philadelphia region, culinary arts graduates with zero to three years of experience working in Philadelphia, and restaurant chefs with more than ten years of experience and currently holding a managerial position. Applying a social constructivist framework, the data will be bracketed and analyzed for common experiences and themes to understand the alignment of culinary arts curriculum in relation to the current restaurant industry. The anticipated outcome is to help those involved with culinary arts education determine what skills—if any—are currently missing and needed for graduates entering the restaurant industry and provide recommendations for planning effective professional development and curriculum design for culinary arts educators.

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Acknowledgments

To Mom:

Thanks for supporting me and putting up with me for all these years. I promise to clean up more next time I cook. I know I wasn't the easiest child, but I hope I was worth it.

To Dad:

Sorry for all the stress I probably caused, making the crazy decision from being a lawyer to going to culinary school. Ten years ago, I was working a pantry station in a hotel. It's crazy how times change. Thank you for all the time you sacrificed going to soccer practices and weekends at wrestling tournaments. Thank you for instilling in me the value of education, the example of hard work, getting up early, writing to-do lists, and letting me use your front office to study as a kid. I am nothing without all those experiences and your guidance and support throughout the years.

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I love you. Always.

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Chapter 1: Introduction to the Research

Introduction to the Problem

It is a very interesting time for the culinary field. Culinary endeavors and pursuits have moved to the forefront of US culture. The advent of food television has developed celebrity chefs and helped bring attention to dining out throughout the nation. This has developed a subculture of "foodies," individuals who have adopted the realm of food and dining as their passion and hobby (Johnston & Baumann, 2015). Besides dining, food-related news regularly covered by the media includes topics such as hunger, school lunch programs and food-system sustainability. More chefs are also getting involved in national issues that range farther from their traditional kitchen backgrounds.

One result of the increased attention on food on television and in society has been increased enrollment in culinary programs throughout the nation (Simon, 2014). As the number and size of culinary arts programs have increased, so has dissatisfaction with the state of culinary education. Students are protesting at institutions and restaurant-industry professionals are asking why they lack a qualified workforce (Moskin, 2013; Sherman, 2015). These issues require a deeper look at culinary arts education and its connection to the restaurant industry. Doing so from the perspective of three main stakeholder groups (educators, graduates, and chefs) can demonstrate the status of the connection between education and the industry today.

Is culinary school necessary for those who desire to enter the profession? This issue has always been discussed in the field, but now highly regarded chefs are adding their input to educational discussions. Investigating the value of culinary education and whether a student should attend a program, Mark Wilson (2015) explains that "working chefs simply don't seem to

care about academic training." Wilson believes that when students and professors start approaching culinary education as more than a trade, that is the point at which students will have to go to school to become chefs. Thomas Keller, famed chef/owner of the French Laundry and Per Se, believes in the value of culinary programs and education and foresees the progressive culinary education of the future incorporating the best chefs from the industry. In contrast, David Chang, chef/owner of the Momofuku restaurant group, believes the culinary education system is "broken" and that education is not fully preparing culinary students to enter the profession. Many other elite chefs have weighed in on both sides of this argument. Their differences in opinion on the value of education and the role of culinary programs sheds light on whether there is a real connection between culinary arts education and job readiness in the restaurant industry.

Academic research on culinary education is a relatively new endeavor. The initial research has focused on the curriculum side of culinary education and various stakeholders' satisfaction level with culinary arts degree programs. Hertzman (2008) focused on curriculum requirements in developing a suggested curriculum, utilizing the opinions of culinary educators and industry chefs. Her findings revealed differences in opinion regarding the general education and culinary arts education requirements for degree completion and industry success. Hertzman and Stefanelli (2008) primarily examined the quality of associate culinary arts degree programs from the perspective of culinary arts educators and chef members of the American Culinary Federation (ACF). These ratings highlighted the importance of the facilities, educators and job placement programs at these institutions. This research on the quality of degree programs was expanded by Hertzman and Ackerman (2010), who focused on determining how to evaluate quality in culinary arts programs.

Müller (2008) focused on students, graduates and employers to analyze the effectiveness of culinary curricula. This study related the expectations of students to the needs of the industry. Cheng (2011) analyzed culinology, a blend of food science and culinary arts education, to demonstrate the key components of its curriculum and how such a curriculum can be developed from traditional culinary arts programs. Joseph Hegarty (2011) called for increasing the level of culinary arts education from the longstanding traditional model, emphasizing the role of the educator in increasing students' reflection and imagination in the classroom.

These initial research studies are the foundation for examining the educational framework of culinary arts education. They have demonstrated that there are strengths and weaknesses within the curriculum. The ACF has been the primary backbone developing culinary arts curriculum and its members have been the primary and sole respondents for these studies. There is a direct correlation between the curriculum being analyzed and the satisfaction level of the survey respondents, as the ACF has set the standards for the modern culinary curriculum. An analysis of each stakeholder's group perspective for this study, whether or not that stakeholder is in the ACF, allows for a broader analysis of the connection between education and the industry. Further examining professional development (PD) models for each group can illustrate how educators should compare classroom activities with how industry professionals maintain their lifelong learning while active in the profession. Ultimately, the central question is, "What is the connection between education and the restaurant industry in relation to current workforce issues?"

Statement of the Problem to be Researched

Research on the field of culinary education is a relatively new and limited endeavor. Studies in the past 20 years have been cursory examinations of the field regarding curriculum, the quality

factors of education, and the value of such education in general. These studies were mainly conducted through quantitative measures in mass surveys sent to members of the ACF, the main professional chefs' association in the United States. Generalizations about the state of education have been reached based on these findings derived by just one segment of the food industry, which many of these studies cite as the main limitation to prior research. Making a qualitative analysis of the restaurant industry is essential in order to gain a nuanced perspective regarding culinary arts education and to deepen the field of research on culinary education. Ultimately, the issue of the connection between culinary education and the restaurant industry must be examined in light of the current issues in the restaurant industry workforce.

Students at the Culinary Institute of America, regarded as the premier culinary institution in America, protested in April 2013 for what they called "weakening enforcement of education standards" (Moskin, 2013). From late July to early August 2015, the major metropolitan newspapers in Seattle, Washington and Chicago, as well as *Fortune* magazine, all addressed the current workforce needs of the restaurant industry (Ferdman, 2015; Lucchesi, 2013; Pang, 2015; Sherman, 2015; Vermillion, 2015). Central to both issues is the connection between the education and the industry. This is directly related to the framework of culinary arts education and needs to be addressed in order to strengthen the field of research on culinary education as well as the future of the industry.

Purpose and Significance of the Problem

The purpose of this study is to examine the experience of culinary education and its relationship to the restaurant industry workforce. Any connection of participants in this study to the ACF is indirect. An examination between the perspectives of these stakeholder groups can highlight

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whether there is a disconnection between education and the industry and what steps are needed to bridge that gap.

First, an examination of the culinary curriculum from the perspectives of educators, graduates, and industry chefs may yield three different viewpoints regarding the nature of education. Second, an examination of these stakeholders' professional development techniques can shed light on elements of continuing learning and may draw a connection to future educational curriculum reform as well as classroom activities. Third, an examination of all these features in relation to the current state of educators can directly influence the current state of education. All these above features directly connect to the needs of the restaurant industry.

The significance of the present study is that it is a qualitative analysis of culinary education by various stakeholders that is not based solely on the ACF membership's perspective. The one-on-one interview and focus groups, which consisted of at least one member from each shareholder group being represented, allowed for a dialogue to emerge concerning prevalent issues in education and the restaurant industry. These groups' professional development and continuing education/learning standards have not been addressed in research. This topic is directly related to education, as it may illustrate some deficiencies in the current education model, which requires outside learning for graduates and industry chefs upon completing a culinary arts degree program. In addition, educators' professional development needs to be analyzed to see if it is relevant to the workforce their students are entering upon graduation. If educators are not properly obtaining professional development in correlation to their education institution, then graduates will not be fully prepared upon entering the industry. As a result, chefs will continue to complain about the state of culinary education, students will be underprepared

for restaurant careers upon graduation, and the lack of a qualified workforce will ultimately weaken the connection between education and the industry.

Research Questions

This phenomenological study on culinary education has three main questions regarding to the experiences of different stakeholder groups:

1. How do stakeholders describe their preparation for the culinary industry as they emerged from culinary education programs?

2. As members of the culinary arts industry, how do graduates describe their current relationships with culinary arts education?

3. How do culinary arts professionals describe their experiences with professional development for their field that is intended to keep them current with restaurant industry standards?

Researcher Stances and Experiential Base

The researcher in the present study has adopted the interpretive framework of social constructivism, based on an analysis of the world in which he lives and works. Creswell (2013) states that researchers "develop subjective meanings of their experiences—meanings directed towards certain objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrow the meanings into a few categories or ideas" (p. 24). In this context, the researcher's analysis is formed through interactions based on the researcher's experiential background.

The social constructivist approach is to develop the meanings and themes behind people and their experiences through the examination of research and the engagement of participants and their beliefs. The experiential background of the researcher is integral to such an approach in

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a phenomenological study. In this study, the researcher has been connected to the culinary arts education curriculum over the past ten years as a student, as a graduate, as an employer of culinary students and alumni while holding chef positions in prominent restaurants and eventually as an educator in a culinary arts bachelor-level degree program. Through these experiences, the researcher has viewed culinary education from various perspectives to evaluate the current state of curriculum and the issues surrounding education and the restaurant industry.

Conceptual Framework of Research Streams

The growing number of complaints about the quality of culinary education by graduates and industry chefs, along with the diminishing quality of the restaurant industry workforce, highlight the need to begin evolving the curriculum. The proper foundation for such an evolution of culinary arts education would be a dialogue between key stakeholders in the education system: educators, industry professionals, and recent graduates. Educators are given the task of preparing students (the future workforce) for success upon entering the restaurant industry. Industry professionals are given the task of mentoring these graduates and aiding their development to strengthen the industry. Recent graduates are at the front line of this analysis of culinary education as they experience firsthand whether the educational system prepared them for life in the industry and also whether chefs are continuing their development.

The evolution of culinary education curriculum requires the input of all three stakeholder groups. Educators need to know what is working, from the perspectives of graduates and industry professionals, so that they can make the curriculum changes necessary to meet the needs of the industry. Increased communication across all shareholder groups will strengthen the system and help alleviate some of the workforce and education system issues plaguing the restaurant industry.

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An examination of the professional development techniques of each group can highlight underlying educational issues. A focus on professional development techniques among recent graduates highlights the educational elements that are needed for success after graduating that could be addressed in the curriculum model. Educators and industry chefs provide mentorship and guidance to graduates in the workforce. Their professional development relates directly to each of their respective workplaces. A deeper look into their professional development choices and the relationship of those choices to restaurant work relates back to the evolution of curriculum by addressing how these techniques correlate with the classroom.

The evolution of culinary education curriculum is at the nexus of interaction between educators, graduates, and industry professionals as they address curriculum and professional development standards. An open dialogue on the status of education by members who are not solely connected with the ACF will provide another perspective for the future directions of culinary education.

Definition of Terms

Many terms used by members of the restaurant industry of these terms are industry- and study-specific. They are defined below for the benefit of readers who are unfamiliar with life in the restaurant industry.

Stagiaire or Stage

A kitchen intern who works "anywhere from one night to several months without receiving any compensation" (Tripp, 2015).

American Culinary Federation (ACF)

The ACF is a professional organization for chefs and cooks. Its mission is providing "accredited educational programs, certifications, competitions and networking designed to enhance professional growth for all current and future chefs and pastry chefs." Its vision is "to be the leader in professional and personal development for the culinary community, while promoting current culinary techniques and preserving the history and skills of our craft" (Who We Are, 2016).

Professional Development

"Professional development is typically conceived as taking place through formal structured learning sessions or individual reading and desktop searches. However, there is now a considerable body of literature acknowledging that learning takes place through the everyday activity of the workplace, where we learn cultural norms and ways of being and thinking. Engaging in workplace activities contributes to worker identity, directing conscious thought and mediating how individuals engage in the workplace" (Bound, 2011).

Assumptions and Limitations

This study has five assumptions: First, that the curriculum of culinary education is a living document in constant need of updating and revision. Second, that many culinary arts students graduate without the necessary skills to succeed upon entering the restaurant industry; the skills that allow them to succeed are those they learn on the job. Third, that culinary educators lack perspective on the current industry's needs. Fourth, that recent graduates and chefs address professional development in terms of travel and dining, while educators address it through conferences and seminars. Finally, that graduates and chefs will address the need for more

curriculum change because they are actively working in the industry, while educators will rely on the traditional curriculum model.

The study has two limitations. First, the participants of the study are a very small percentage of those groups overall. A greater number of participants would strengthen the validity of the study. Second, there are certain variables outside the control of the researcher that could alter the information provided in this study. These variables include participants' dedication to culinary education and their kitchen, chefs' interaction with graduates and stages in their kitchens, educators' interaction with students entering a culinary program, each stakeholder's ability to participate in various methods of professional development, and current familial and personal relationships.

The study has three delimitations. The first delimitation is based on the background of the researcher, which allows greater insight into the growing backlash against culinary education by examining the perspective of the three stakeholder groups outlined above. The researcher selected members of each stakeholder group based on their professional stature, their employment at select culinary education institution, and their graduation from a culinary program. This selection provided diverse backgrounds.

The second delimitation was intentionally refraining from targeting members of the ACF as the participants. Study participants may or may not be members of the ACF, but such membership is not the key variable connecting them. Removing the focus on the ACF that has marked so much previous research may provide a different viewpoint.

The final delimitation was selecting only participants who are connected to culinary education, specifically those with a culinary degree, thus removing the "outsider" perspective.

An insider's knowledge of culinary education is integral to gaining a deeper perspective on the time spent in education and its relationship to life in the restaurant industry.

Summary

In summary, the purpose of the study is to explore culinary education curriculum from the perspectives of three stakeholder groups. The current state of the restaurant industry requires an educational system that can provide proper workforce training. Educators' role in the educational system and in professional development and continuous professional learning can provide the structure needed to address the quality of education. The goal of this phenomenological study is to examine all factors relating to the curriculum model of culinary education in the hope of inspiring further research on the field, research that does not rely on the viewpoints of ACF members.

Chapter 2: Literature Review

Introduction

The growing concerns around the qualifications of the restaurant industry workforce are directly connected to the current state of culinary arts education. Its skills-based curriculum is meant to ensure a quality workforce. This curriculum must be directly related to the current needs and demands of the restaurant industry. As such, the restaurant industry's feedback is necessary to ensure that what is being taught in school is what is required. This evaluation process consists of examining the classes within the curriculum and whether those classes need to be removed or revised and whether new disciplines need to be inserted to ensure that the institution is reaching its primary learning goals.

Because the curriculum is central to the education system, educators must ensure that these goals are being met daily in classroom activities. Qualified faculty are essential to the educational framework. Like educators in other disciplines, they need active professional development; in a skills-based model, aspects of their professional development objectives must align with trends in the restaurant industry. The connection between an educator's professional development and the industry of their study directly relates to the education and preparedness of that educator's students. It also allows educators to better prepare and advise students about life in the industry, which has been a source of many former students' complaints about culinary education.

This study will help culinary arts educators and administrators re-evaluate and revise curriculum to reflect the needs and desires of employers in the restaurant industry.

Conceptual Framework

Three streams of research emerged when analyzing how culinary education can address workforce issues and negative perceptions of education by members of the restaurant industry. The overarching theme of these streams relate to improving the culinary arts curriculum and the quality of culinary arts educators. The three themes include:

1. Analyzing the current curriculum of culinary arts education to locate areas of concerns from three stakeholder groups as well as suggested curriculum redevelopment.

2. Exploring the relationship between culinary arts education and the restaurant industry to strengthen their connection.

3. Defining professional development and continuing professional learning structures for culinary arts educators to reflect and resemble the learning of active members of the restaurant industry.

The first stream of research is an analysis of culinary arts curriculum. Research has suggested that improvement and modernization are needed reflect the needs of the restaurant industry. Scholars have also suggested new courses to reflect the changing view of culinary arts education and to more appropriately reflect the current state of the food service industry. In addition, some researchers advocate changes in curriculum design to elevate the field of culinary arts education.

The relationship between culinary arts education and the restaurant industry is the second stream of research. Research has focused on the restaurant industry's expectations of culinary arts education with regard to the standards and quality of curriculum and graduates, as well as to current gaps in education. Lastly, scholars have added to this research the need to incorporate

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restaurant industry professionals into the culinary arts education framework throughout the programs.

The final theme of this study relates to professional development (PD) and continuous professional learning (CPL) in culinary arts education to deepen faculty members' connection to the restaurant industry, which can then be implemented into the classroom. Studies on PD and CPL have highlighted utilizing support from the home academic institution to encourage effective learning. The importance of the culinary arts educator to the quality, credibility, and knowledge of graduates produced has been highlighted by researchers and scholars. One study has shown the importance of eating, traveling, and reading for professional chefs. No studies have been performed that directly address PD and CPL for culinary arts educators.

All three streams relate to the field of culinary arts education and the steps needed to modernize curriculum to reflect the current state of the restaurant industry and to help elevate the profession past being viewed solely as a vocation. This improvement requires the connection and involvement of current members of the restaurant industry. PD and CPL that are closely tied to the techniques and focus of industry professionals can help modernize educators' approach.

One major limitation of research on culinary arts education is that the majority of studies are quantitative and survey only members of the ACF. This study is not limited to ACF members.

Interview questions for this phenomenological study were based on these three streams.
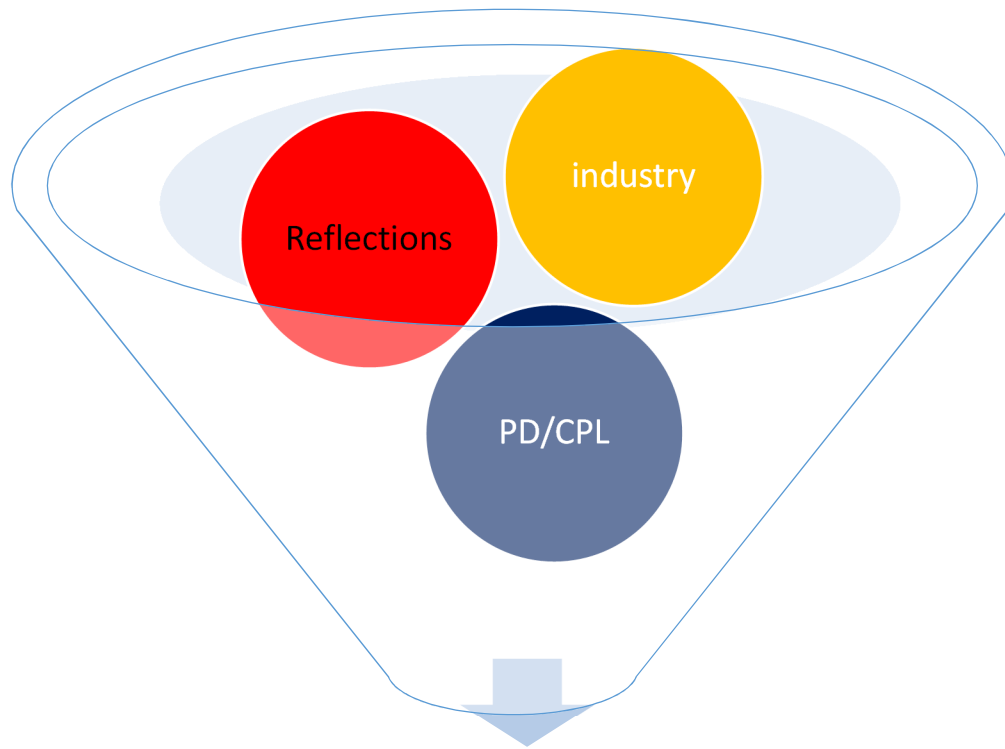
Curriculum Modernization

Figure 1: Curriculum Modernization

Literature Review

The framework of culinary arts education has not seriously changed since this field of study has been incorporated into educational systems. However, the field of culinary arts has drastically changed in the past decade, attracting a new type of student pursuing a diverse new field of opportunities. As this field continues to grow and develop, so must the modernization of the curriculum. Along these lines, additional research must be conducted to examine curriculum issues, industry needs, and the educators involved in the system.

A limited amount of research has been conducted in the field of culinary arts. Joseph Hegarty (2005) describes three causes for this deficiency in culinary scholarly research :

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a) Because of the lack of theoretical underpinning that would allow it to become a discipline,

b) Because of the difficulty in separating its transitory nature and link with the physical work, "industry needs," from those of "education" in the subject, i.e., "science" or "theory," and

c) Because of the absence of doctoral programmes in the field—a major deficiency in culinary arts and science education. (p. 11)

This lack of research is in direct opposition to the current status of food knowledge generally. As incoming students have an increased knowledge of the food industry and "foodies" among the general public seek daily food experiences, the culinary arts curriculum must reflect the new demand for high-caliber dining experiences and provide a stable workforce prepared to meet these needs.

Incorporating the viewpoints and participation of restaurant industry professionals into the curriculum provides two important characteristics: First, it helps detail what areas of focus restaurant professionals feel are crucial in education to meet their workforce needs; second, it provides a realistic perspective to students and faculty while increasing stakeholders' involvement in the system. Finally, an active PD and CPL strategy for culinary arts educators is essential to provide the relevant classroom structure for the next generation of graduates. These developmental theories may correspond to techniques by industry professionals to provide a new perspective to learning that can be incorporated in the classroom.

Stream #1: Explore the current culinary arts curriculum to locate strengths and weaknesses from the perspective of stakeholder groups

The majority of the research conducted on culinary arts education is based on curriculum. Studies and scholarly works have focused on evaluating the standards of curriculum from the perspectives of various stakeholder groups. Other works have focused on changing the curriculum design and introducing new courses. This research provides background information on the current state of the curriculum.

Curriculum: Strengths, Weaknesses, New Course Offerings

One theme of the state of curriculum in culinary education is the satisfaction levels of students, graduates and members of the restaurant industry. The monetary investment involved in pursuing education is a major issue in the cost-benefit analysis of choosing the right institution. Hertzman and Maas (2012) evaluate educational costs versus satisfaction in the value of culinary education at for-profit and non-profit institutions. Since many current articles and lawsuits center on the price of culinary education, Hertzman and Maas believe that a program which is ACF-accredited provides a substantial benefit to the investment in education. Further, they place some of the onus of the quality of education on the students themselves. Students should research institutions and be proactive with their grade-point average to take advantage of potential scholarships. Most importantly, "students should take advantage of all opportunities to participate in competitions, catering events, and community activities that will allow them to improve their skills, gain experience, and network with industry professionals" (p. 70). In this view, satisfaction in culinary arts programs centers on the cost as well as the interaction between the institution and the student.

Hertzman (2008) focuses on the development of a new curriculum using quantitative analysis of the opinions of culinary educators and industry chefs. This research focuses on the specific subjects taught within the curriculum of various culinary arts programs. Findings revealed that professional courses on sanitation, basic cooking/hot lab, cost controls, menu development, and saucier were ranked highly, while wine/spirits, hospitality law, food service facilities planning, hospitality marketing, and bar management were least important (p. 267). Educators and industry professionals differed in their rankings of the top courses but agreed on the least important. Some suggestions from this research for the curriculum were the

incorporation of work experience credit, which highlights the need for students to gain experience while in a degree program. A major limitation of this research was its focus on data solely from the ACF. Hertzman notes that "surveying other groups, such as chefs and kitchen managers from specific hotel and restaurant companies would make the findings more generalizable" (p. 277).

As the field of culinary arts expands beyond the kitchen, scholars suggest introducing new courses into the curriculum to reflect the modern food industry. One such course ,proposed by Shani, Belhassen, and Soskolne (2013), addresses the role of culinary ethics in curriculum development. They believe that little academic focus has been placed on ethical considerations in the culinary field such as food production, distribution, and consumption, though these have become central issues in the culinary field on a national level. Culinary institutions' failure to address food ethics hinders the "professional and personal development of their students" and "the enhancement of the societal and professional status of the culinary occupations" (p. 450). Addressing these issues, they argue, would provide students with "useful knowledge, behavioral skills, and responsible professional behavior in order to lead the industry along a sound moral path" (p. 459).

Incorporating fine dining into curricula was the basis for research by Gustafson, Love, and Montgomery (2005). The fine-dining segment of the industry has experienced significant growth in recent years that corresponds with students' interest in entering this segment upon completing a culinary arts program. An analysis of how educators, students, and chefs perceive this realm of the industry and how education is addressing it is thus needed.

Joseph Hegarty is one of the leading scholars talking about culinary education and curriculum. Hegarty (2005) feels that education needs more focus on culinary science and the impact of the culinary profession on global society. He defines culinary science as "the knowledge of food, design, manipulation, and processing for the purpose of making food suitable for human consumption" (p. 10) and believes that critical reflection should replace the old master-apprentice model of education. Food politics is an aspect of culinary science that needs to be examined in more depth in culinary arts curriculum to provide more critical reflection on the food issues in the political spectrum as well as ethical decision-making by chefs in the industry. These aspects directly relate to the increased awareness of food-related issues among the general public and among students entering culinary education institutions.

Furthering the change in the approach to culinary arts education curriculum is Jeffrey Brown's (2005) interpretation of discipline-based arts education. In this approach, culinary arts would be taken from the vocational realm and taught using the methods used for all fine arts. Students learn basic critical thinking skills (how things work, production of new items, and the reasoning behind processes) before being introduced to an arts-centered approach. This approach focuses on giving students:

1. Strong technical competency (technique) in creating and recreating new products based on understanding how things have worked in the past (traditions),

2. a mastery of how products may be used for the work at hand and how they may be used in the creation of new products, and

3. the ability to critically assess how products will turn out and be accepted

as satisfactory (product solving). (pp. 97–98)

This approach changes the setting of the curriculum from vocation and skills development to one of fine arts and critical thinking. Teachers in this formula would be encouraged to develop critical thinkers who would utilize skills-based education to prosper in the industry.

Mitchell, Woodhouse, Heptinstall, and Camp (2013) encourage implementing a design methodology for culinary education to reflect the current broad job possibilities in the field and transitioning from the recipe-focused model to one where students learn the process for delivering specific outcomes. In this design methodology, they write, "No longer will students be expected to rote learn a dish; rather they learn core culinary building blocks and use design methods to explore a wide range of possible techniques for delivering the building blocks and multiple ways of combining those building blocks to form a dish" (p. 251). This process will encourage students to view possible different outcomes of unique applications versus the strict recipe model. Conversation and transmission of knowledge between students are encouraged. This model will reflect the diversity of job possibilities in the field, versus the traditional approach meant solely for a career in a restaurant kitchen. Critical thinking, in this view, is the new basis for culinary education.

Stream #2: Explore perspectives on the link between culinary arts education and current workforce needs to evaluate the modernization of curriculum to better reflect the restaurant industry
One of the main goals of vocational education is to provide a skilled workforce to the respective industry. Culinary institutions must obtain a complete picture of restaurants and other segments of the food industry to ensure that they are training graduates adequately. This connection between education and industry must be based on active participation and communication between both segments.

Industry Requirements

The effectiveness of culinary arts education was examined by Müller, VanLeeuwen, Mandabach, and Harrington (2008). In a case study focused on one school in Eastern Canada and its surrounding industry, they surveyed current students, recent graduates, and industry professionals to evaluate expectations and needs. Educators were not involved in this survey. Findings revealed that students (90.5%) and graduates (85.7%) were satisfied with the performance of culinary education. Communication skills ranked low in both groups. Industry professionals reported dissatisfaction with graduates' comprehension (19.4%), time management skills (9.75), and quality of work (6.5%). This small study reveals areas of needed improvement in culinary education and a need for a "constantly evolving culinary curriculum" (p. 177).

This need for evolution is directly correlated to changes in the types of student now attracted to culinary arts as well as in the requirements of the workplace. According to Mitchell, Woodhouse, Heptinstall, and Camp (2013),

> there is a growing demand for culinary education that can provide learning environments that meet the needs of an increasingly food savvy, ambitious, but skill-poor, student body and an industry hungry for graduates that can think on their feet, adapt quickly and adjust to a consumer with an insatiable appetite for food knowledge. In short, food industries and culinary students are demanding culinary education that takes the graduate to a new level of understanding (p. 240).

A move past the study of culinary arts solely as a vocation is necessary to challenge the students now entering these programs. Critical thinking and adaptability are required as much as the kitchen skills traditionally taught in culinary arts programs.

Education/Industry Connection

The expectations of the restaurant industry are extremely important in relation to curriculum. In examining hospitality programs, many of which include culinary classes, Gursoy, Rahman, and

Swanger (2012) consulted industry practitioners to see what they felt were the most important subject areas. They found that it is necessary to incorporate the perceptions of industry professionals into curriculum in order to meet their changing demands. This process would better manage students' expectations upon graduation and provide them with the skills necessary to succeed upon graduation. Their main recommendation highlights the need to connect with the industry in the educational setting:

> It is strongly recommended that industry professionals, whose areas of expertise fit with the subject matter, are brought in as temporary instructors or guest speakers to facilitate the learning process for the future graduates. This collaboration will allow students to learn the topic from professionals who can give them a much more relevant, up-to-date, and practical overview of the subject matter. This approach also allows for a win-win opportunity where the industry can form direct links with future employees and the students can network directly with potential employers. In addition, industry professionals can share information about their unique products and services. Faculty, and the program overall, would benefit from networking with industry professionals for student internships, possible research streams, and potential development opportunities. Thus, such involvement could be beneficial for all the stakeholders. (p. 41)

Industry professionals should be working in tandem with educators to ensure that the proper workforce is being developed, they suggest. This investment in the educational system would help alleviate many of restaurant professionals' concerns . Participation may provide the link to solving many workplace and education issues in the current model.

A strengthened connection between education and restaurant industry professionals can provide the infrastructure for a solid culinary arts curriculum framework. This connection needs to move past job placement to include the involvement of industry professionals consistently throughout the student's matriculation in a culinary arts program. Horng and Lee (2009) highlight the positive and negative features of both the restaurant industry and the education system. They label both as positive in that each provides a learning environment and draws inspiration from its organizational culture. The atmosphere surrounding education is central to

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the success of the student. A positive school atmosphere, the authors found, "supported all culinary practices as well as culinary contest, and generous, supportive mentors" (p. 107). The first teacher a student encounters will be extremely influential. A tough organizational environment provides the best learning. This learning process is constantly changing, which does not allow it to become stagnant. Some negative features are the hierarchical system in kitchens (i.e., menial entry-level jobs), a devoted focus to tradition in the form of cuisines, and strict learning in the traditional mentor system of master-apprentice. According to Horng and Lee (2009), "a positive culinary educational environment" must:

> provide students with the opportunity for "multiple learning," in part through the use of inter-disciplinary curricula; be open and creative; provide students with incentives to learn and be creative; encourage students to love their occupation and build their self-confidence; train students to turn negative factors in the environment into encouraging, positive factors; provide generous, devoted mentors who will encourage learning; and emphasize the importance of the family's support and encouragement, and the need to communicate with their parents. (p. 114)

Mentorship from educators or industry members can provide the structure and guidance essential to a student entering a career in culinary arts. Mentoring programs can provide the connection between education and industry that some programs are missing.

Mairtin Mac Con Iomaire (2008) studied the role of chefs as mentors in developing talent for the restaurant industry. He believes that there is a training gap for chefs coming from education, based on the lack of management training and ineffective formal communication training, which leads to lower levels of communication skills in the kitchen. One solution he proposes is a professional internship model with qualified mentors. This model would assist in developing skills not learned in the classroom but that are essential to industry success. A connection between education and industry would be required to reinforce classroom education.

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Wrk experience and connection to the industry in an academic setting also strengthen a student's success upon the completion of a program. Mesch (2012) found that students with significant in-school work experience appeared to have longer culinary careers after graduation. Industry connectedness is key to the education process and continued sustainment of the workforce.

Stream #3 Explore how professional development and continuous professional learning of culinary arts educators can relate more directly to the workforce needs of the restaurant industry by reflecting the practices of industry professionals

Current Educational Issues

In addressing the role of culinary educators in elevating culinary arts to be viewed as more than just a vocational training, Joseph Hegarty (2011) argues that "educators need to become critically reflective and knowledgeable (qualified) and enable students to learn how to learn, to become entrepreneurial and technical innovators, and lead worthwhile lives as citizens, with a sense of mission and responsibility for the planet and the poor" (p. 55). Hegarty believes that much of the emphasis on transforming the profession is based on educators becoming more knowledgeable and critically reflective in how the approach the classroom and students. Educators should rely less on a strict lesson plan and more on waiting for the "signal that new skills have been learned" (p. 57). "Knowledge production and application" through critical reflection and imagination in the classroom would alter the state of education (p. 60). Faculty development programs are essential in the learning process for students and faculty. A faculty environment that stresses learning as part of the job, in and from the workplace, will strengthen the education system.

Hertzman and Stefanelli (2008) researched the top traits for quality culinary arts programs as viewed by chefs and educators. In highlighting the importance of faculty, stressing industry, subject and teaching experience, Hertzman and Stefanelli "recommended that program

administrators carefully evaluate their hiring standards, assignment of instructors to teach subjects in which they have industry-related experience, procedures for training instructors, and faculty continuing education requirements" (p. 152). The study also revealed that the five most important factors regarding the quality of education in participants' view were the "sanitation of kitchen laboratories, industry experience of faculty, subject experience of faculty, required internship and placement rates" (p. 135). The industry chefs surveyed had a mean of 22.18 years of industry experience, which means that any culinary education these chefs experienced was well before the current changes in culinary education, with increased enrollment and mass-media portrayals of chefs influencing students and the industry. Surveying individuals with a closer relationship to their culinary education might yield a different perspective.

In comparing hospitality educators with industry professionals, Millar, Mao, and Moreo (2010) addressed the curriculum relevancy issue and proposed ways that educators can update their knowledge. One suggestion was summer faculty internships to allow faculty to update their skills. These internships could be tied to tenure and promotion to increase the incentive to participate. However, no research was conducted as to whether educators would be willing to conduct an internship as a form of PD or CPL.

Vacancies in the hospitality education field currently present another dilemma. Phelan, Mejia, and Hertzman (2013) highlight the need for doctoral degrees in hospitality programs with regard to accreditation and an institutional focus on research and scholarship. However, this focus is producing a layer of "professional students" who are junior faculty with very little industry experience. Their findings show that hospitality educators rated the importance of industry experience highly. Experienced faculty are important to preparing students with realistic industry concepts and producing a competent workforce. A faculty internship to provide the

connection between industry and education is one idea to alleviate this growing concern in academia.

Professional Development and Continuous Professional Learning
Professional development and continuous professional learning are central to the continual development of industry professionals, educators, and students. Research has focused on the need for experiential education in the form of internships. Frank Cullen (2010) identified three common elements to culinary internships:

- The culinary internship student should be an active participant in the experiential learning.
- Culinary internships better reinforce learning if standardized training programs are agreed upon.
- Culinary internships can reinforce and help embed knowledge learned in the classroom environment. (p. 90)

Real-world exposure is just as crucial for students as it is for faculty. Faculty long removed from the industry could utilize the same model to develop a better sense of the current hospitality industry and then relate their findings from the field to the classroom. This model could be utilized in PD programs to help update curriculum to reflect the needs of the industry.

Connectedness and continual interplay between all stakeholder groups can assist in strengthening the current system of education and workforce training. Mac Con Iomaire (2008) focuses on education as a core connector, providing structure and needed training for all segments in the role of mentoring. He writes, "Mentors need training and encouragement from college lecturers, and they in turn need support and encouragement from college management. All stakeholders need to be continuously constructively critical of the process and look at other professional fields to examine whether they might learn from their structures and culture in order to improve best practice" (Hegarty 1998, p. 59). Educators would benefit by deepening their

relationship with the industry to gain a better perspective of the current state of food service. Educators need to critically examine their methods of PD and CPL to ensure that they are partially aligned with the skills necessary for graduates upon graduation. This alignment would benefit industry and education relations by providing a framework to ensure proper workforce training.

In most academic disciplines, research and scholarly writing are essential for a long and productive career. Joseph "Mick" La Lopa (2008) notes that continual teaching improvement is essential, but does not detail how educators can begin this task outside the academic institution (i.e., sounds syllabus, student feedback).

Harrington, Mandabach, Thibodeaux, and VanLeeuwen (2005) address the institutional pressures surrounding the development of culinary arts curriculum. Their research found different levels of pressure between private and public institutions, with more institutional pressure on the private. They believe that culinary education should have "greater technical pressures and less institutional pressures" (p. 33). This reasoning is based on the growth of culinary arts education, the increased pressure to maintain credibility in the industry, and the connection of in-house revenue streams (student-run restaurants, catering, events) to the culinary arts curriculum. Forecasting a greater transition to institutionalization of culinary arts education, Harrington et al. are interested to see how culinary education and alumni relate to new concentrations, degree content areas, and increased research on the theories behind education.

Ann Webster-Wright (2009) looks to reframe the notion of professional development (PD) to continuous professional learning (CPL) to reflect how professionals learn most effectively. She believes that professionals, not researchers, define how they learn best: "Professionals learn, in a way that shapes their practice, from a diverse range of activities, from

formal PD programs, through interaction with work colleagues, to experiences outside work, in differing combinations and permutations of experiences" (p. 705). She argues that there is a gap in research on CPL and its relationship to workplace activities. Professionals have demonstrated to learn through experience and active engagement; researchers should take this into account in the PD/CPL process. Educators could gain greater classroom insight by choosing their PD/CPL based on the activities members of the profession are undertaking.

Vanina Leschziner (2007) studied the behaviors of chefs in New York City and San Franscisco regarding authorship in the fine-dining setting. This study shed light on how chefs pursue CPL in their post-work activities. Leschziner reported that "chefs read magazines and trade publications, they search the web, eat out, and travel. They must learn about new flavor combinations and new ingredients in order to build fresh and novel ideas" (p. 82). Chefs utilize social connections with other areas of the culinary field (i.e., purveyors) to produce new ideas. Dining allows them to compare themselves with others as well as get new ideas, but there is a distinction between dining out for work and for pleasure. Travel provides new ideas. Cookbooks are useful, particularly the pictures and diagrams, but the recipes are usually incorrect. Research is needed to develop an understanding of how chefs and educators use CPL to maintain relevancy in the changing restaurant field.

PD and CPL are both individualized concepts. Lambert, Vero and Zimmerman (2012) examine PD in relation to the workplace environment. Their findings reveal that the capability to learn is externally and internally motivated. The capability approach (CA) highlighted in this research is based on occupational and personal development. The authors found that "besides generous training programs, professional development is nurtured through participatory work organization and arrangements that encourage on-the-job learning and initiative taking through

HR practices that concretely sustain individual occupational development and through employment and work conditions that enable a balance between work and other spheres of life" (p. 178). Ultimately, their approach is centered on allowing individuals to choose their activities while encouraging participation based on personal and professional motivation with a work-life balance. This model may improve the PD and CPL framework in culinary arts to increase the relevancy of classroom education.

Murphy and Calway (2008) believe that much of the focus on PD is the responsibility of the individual. For example, "professionals who wish to develop their careers beyond the sufficiency level need to take responsibility for their career development in order either to become a specialist or to be able to integrate their domain knowledge with other domains" (p. 434). Culinary educators generally have a specialty related to their previous industry experience. Chefs also have their field of expertise, generally related to the cuisine in their restaurants. Research needs to analyze what steps educators are taking to develop and maintain their specialization in accordance with industry standards and techniques.

Summary

All three streams connect when evaluating culinary arts education and its relationship to current restaurant industry workforce concerns. First, culinary arts curriculum needs to be examined periodically to see it is meeting the goals and learning objectives. Strengths and weaknesses need to be analyzed to determine the evolution of curriculum. Second, curriculum issues should be examined in conjunction with members of the hospitality industry to determine the necessary steps needed to ensure that graduates are adequately prepared to enter the workforce. Third, the continuing PD activities of culinary arts educators should reflect the needs of the restaurant industry and be directly related to classroom activities.

The following chapters address all three areas, evaluating the current culinary arts curriculum in relation to workforce issues in the restaurant industry by examining the Philadelphia metropolitan region. Further, this study seeks to understand the role of culinary arts education in the modern restaurant industry by examining PD activities and how they relate to the education system.

There is a limited number of research studies focused on the field of culinary arts education. The majority address curriculum from the perspective of a quantitative national analysis of ACF members; many fail to address it from the perspective of students, educators, and industry in a qualitative fashion. Very few of these studies acknowledge the role of educators' continuing PD activities to meet the needs and changing themes in the restaurant industry. This phenomenological study contributes to the limited field of research on culinary arts curriculum by focusing on a major metropolitan restaurant market and the stakeholder groups directly related to the restaurant workforce.

In summary, the current state of the restaurant workforce is connected to culinary arts education curriculum. The curriculum offered needs to be evaluated from the perspectives of educators, graduates, and industry professionals to highlight the strengths and weaknesses of the current model as well as the direction the curriculum should head in the future. The professional development and CPL activities of members of the restaurant industry can provide insight.

The three streams discussed in this literature provided the basis for the interview questions for this phenomenological doctoral study. Students, educators, and industry professionals were interviewed about their experiences and perceptions of culinary education and its relationship to the current state of the restaurant industry.

Chapter 3: Research Methodology

Introduction

In recent years, the number of culinary schools and the number of students enrolled in culinary education programs have grown drastically (Forbes, 2011). Chefs and restaurants have emerged as a part of the mass media. In 2016, the National Restaurant Association reported its seventh consecutive year of growth in sales and numbers; the restaurant industry remains the second largest private-sector employer in the United States (National Restaurant Association, 2016). However, issues still remain with the culinary education system and the current workforce in the restaurant industry. Therefore, this study examines the shared experiences of culinary education and evaluates those experiences given the current state of the restaurant industry. This study is designed to answer three research questions:

1. How do stakeholders describe their preparation for the culinary industry, as they emerged from culinary education programs?

2. As members of the culinary arts industry, how do graduates describe their current relationships with culinary arts education?

3. How do culinary arts professionals describe their experiences with professional development that is intended to keep them current with restaurant industry standards?

This chapter addresses the research design, site, population, research methods and ethical considerations, defines the sample population for the study, and details the reasoning behind the study's phenomenological approach, collection of data, and data analysis procedures.

Research Design and Rationale

The phenomenological design for this study utilizes a qualitative approach. Creswell (2013) emphasizes that participants in phenomenological studies should share similar experiences.

According to Moustakas (1994), "the empirical phenomenological approach involves a return to experience in order to obtain comprehensive descriptions that provide the basis for a reflective structural analysis that portrays the essences of the experience." (p. 13). This study is centrally based on the common experience of culinary education, since all participants have been involved in culinary education at one part of their career. The researcher has been involved as a member of each stakeholder group and is interested in the perspectives of other stakeholder group members on culinary education and whether it is fulfilling the needs of the growing restaurant industry.

While a student in culinary school, the researcher observed and recognized students who were ill prepared for the professional restaurant industry, as well as deficiencies in job placement and career guidance. As a member of the restaurant industry, the researcher has encountered student entering the field who were not professionally ready for an entry-level position and lacked knowledge about the life associated with a career in the restaurant industry. Eventually, the researcher became a culinary educator and witnessed educators who lacked a connection to the modern restaurant industry and the defects that this brought to the classroom exercises and job placement. These experiences are the researcher's background for undertaking the study and are bracketed from its findings.

According to Bloomberg and Volpe (2012), "the purpose of phenomenological research is to investigate the meaning of the lived experience of people to identify the core essence of human experience or phenomena as described by research participants" (p. 32). It is the preferred design for this study because each of these stakeholder groups has experienced culinary education in different phases of their careers; their insight will illuminate different perspectives. Each individual in this study has actively participated in the culinary education model at one

point, if not multiple points, in their career. Recent graduates have freshly emerged from a culinary program and can draw a direct connection between their schooling and their preparation in the industry. Restaurant chefs have a dual connection to education, in that they are graduates of culinary programs and hire recent graduates. Thus, they can evaluate education from the perspective of a graduate in how they were prepared through education and that of an employer in how they view the current workforce graduating from culinary schools. Educators can provide three different perspectives. First, they have graduated from a culinary arts program and can recount their preparation. Second, the majority have been in a head chef position prior to a career in education and can talk about the preparedness of those entering the field upon graduation. Third, they can present the picture of the current student in culinary arts programs prior to beginning their career.

Site and Population

Selection of Participants

A purposeful sample is used mainly in qualitative research, as the sample group reflects the researcher's experience or knowledge of the group to be sampled (Lundenberg, p. 175). Criterion-based sampling is used often in phenomenological research, as "all the individuals studied represent people who have experienced the same phenomena" (Creswell, p. 104). This study focuses on individual stakeholders who are directly connected to and responsible for the graduate workforce of the culinary education system: educators, recent graduates, and chef-employers. The defining criteria that unites these individual groups is their relationship to formal culinary education.

For the purpose of this study, 15 participants (six educators, five professional chefs, and four recent graduates) were selected to be interviewed about their experiences in culinary

education and the professional development they have undertaken outside the classroom. Representatives from each group then participated in a focus group discussion on culinary education.

The sample for this study is a purposeful, criterion-based sample. The selection of a phenomenological approach means that each participant must have a shared life experience, a connection to culinary arts education and related to the current industry workforce. The overall criterion is exposure to culinary arts education as a faculty member, graduate, or employer. Individual group criteria are explained below:

- Educators are currently employed at a culinary arts program providing either an associate level degree, bachelor degree, or certificate upon completion of the program.
- Recent graduates have either an associate or bachelor's degree in culinary arts and have graduated within the past four years.
- Restaurant chefs hold managerial positions in a kitchen, have more than 10 years professional experience, had graduated from a culinary institution, and currently employ recent graduates (zero to four years of experience).

Site Description
The study is not site specific.

Research Methods
This design of this study is phenomenological. Data were collected from extensive one-on-one interviews with the participants. The researcher conductedinterviews either at the host institution or at the facility of the participant. All interviews were recorded only upon participant approval. Field notes were taken during the interviews. All interviews were recorded and transcribed later

for coding and data analysis. Each interview lasted about 45 to 60 minutes. Participants engaged in focus groups discussions containing one member from each stakeholder group following the individual interview portion of the study.

Description of the Method

Semi-Structured Interviews

Semi-structured interviews were conducted during a formal interview, where the researcher utilized an interview guide to ask other, more probing questions when appropriate. Field notes were taken during these interviews. Nohl (2009) expresses the benefits of semi-structured interviews, which allow the researcher time to react to participants' statements and allow them to compare participants based on the same general theme while delivering narrative accounts of their own personal experiences. In this study, the researcher conducted a semi-structured interview using set questions from an interview instrument, but allowed leeway for further probing questions due to the nature and content of the interviewees' responses.

The first instrument for the study was semi-structured, open-ended interviews of 15 respondents (six educators, five professional chefs, and four recent graduates). The use of open-ended questions was essential to the study because they allow for greater in-depth examination of participants' responses. According to Moustakas (1994), "Broad questions . . . may also facilitate the obtaining of rich, vital, substantive descriptions of the co-researcher's experience of the phenomenon" (p. 116). Furthermore, "In qualitative research, you ask open-ended questions so that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings. An open-ended response to a question allows the participant to create the options for responding" (Creswell, p. 216). Interviews were conducted on a one-on-one basis: "One-on-one interviews are useful for asking sensitive questions and enabling

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interviewees to ask questions or provide comments that go beyond the initial questions"
(Creswell, p. 387).

Focus Groups

Focus groups collect shared understanding among a group while also allowing for the specific viewpoints of individual focus group members (Creswell, 2015). Creswell (2013) states that that use of focus groups are beneficial when "interviewees are similar and cooperative with each other" but warns that "care must be taken to encourage all participants to talk and to monitor individuals who may dominate the conversation" (p. 164). Focus groups consisted of one member from each stakeholder group to induce a dialogue between all three shareholder groups centered on culinary education.

Instrument Description

The researcher created questions based on discussion with members of each stakeholder group. Other questions were related to concepts in the review of literature and current articles written on culinary education. A copy of the research instrument is attached in Appendices A and B.

Interview questions were formulated based on the topics discussed in the literature review, recent news on culinary education, and candid discussions with members of all three shareholder groups. Members who participated in the discussions that helped design the questions for the study were not selected as participants.

The questions were shared directly with sample members of each shareholder group prior to the study to ensure validity. Sample participants were encouraged to give feedback on the questions as well as on other topics that should be addressed in the study. As the interview progressed, the interviewer followed up on participants' answers, in keeping with the semi-structured interview approach.

Interviews and focus group discussions wererecorded using two digital formats: the program Audacity on a laptop computer and the smartphone app Voice Recorder.

Participation Selection

Educators were selected from different institutions to broaden the range of feedback. Restaurant chefs were selected who operate notable restaurants and have a history of hiring recent culinary school graduates as well as a degree from a culinary institution. Recent graduates from a culinary institution were selected based on the recommendations of restaurant chefs regarding members of their kitchen staff.

Identification and Invitation

The researcher first located individual participants for the study based on their affiliation with culinary programs, the prominence of their restaurant, and the suggestions of restaurant chefs. Upon locating these individuals, an invitation to participate in the study was emailed to each individual member outlining the nature of the study and allowing the participant to inquire about any questions or concerns. Following these emails, participants were asked prior to the interview date to attend a meeting to discuss the nature of the study and their participation. Verbal and written consent were obtained prior to IRB approval. A copy of this is included in Appendices C and D.

Data Collection

The qualitative method of data collection incorporated one-on-one interviews, field notes, and focus groups from the various stakeholder groups to validate the study. This data collection method allowed the researcher to analyze strengths and weaknesses in the culinary education system and relate them to current workforce issues within the restaurant industry. During the interviews and focus groups, participants were asked their perceptions of the current state of

culinary education, its relationship to the restaurant workforce, and PD standards for their current position. Participants were encouraged to give examples of their experiences as they relate to the restaurant industry. Field notes were taken during the interviews and focus groups.

Data Analysis

Interviews and focus groups wwererecorded and transcribed with the consent of the participants. The transcribed interviews were coded to develop themes relating to the study and compared to field notes.

The first step for the data analysis was organization of the data. According to Moustakas (1994), the categorization of data begins when the transcribed interviews are coded, then gathered into common themes to develop the experiential nature of the study. Each interview was conducted and then placed into thematic coding structures. Descriptive and *in vivo* coding were the methods utilized in this research study. Saldana (2013) writes that "descriptive Coding summarizes in a word or short phrase—most often a noun—the basic topic of a passage of qualitative data" (p. 102). This method of coding helped develop the vocabulary surrounding the experiences analyzed. *In vivo* coding combined the actual phrases of participants to categorize themes from their interviews. The use of both methods of coding for the interviews and focus groups provided the themes and actual language necessary to undertake a phenomenological study based on various perspectives of culinary education.

Ethical Considerations

The Belmont Report (1979) outlines three concerns when working with human subjects: respect to persons, beneficence, and justice. Regarding respect to persons, all participants had the capacity to consent and signed a consent form after being informed about the study. Regarding beneficence, all participants were assigned a label (i.e., educator 1, graduate 2, chef 3) for

reporting purposes. Finally, regarding justice, all participants were free to withdraw at any point of the study without any repercussions.

In a phenomenological approach, the researcher "should decide how and in what ways his or her own personal understanding can be introduced into the study and usefully incorporated in the analysis" (Bloomberg, p. 33). The researcher has been involved in each of the stakeholder groups. The researcher's knowledge and opinion will enter into the data analysis, but may benefit the study from in-depth involvement regarding the nature of the study. Although the researcher will bracket himself from the data, his understanding of all three shareholder groups and their environments allowed for greater detail in the study.

The study commenced upon Drexel University IRB approval. The researcher met with each participant prior to the study to address any concerns. Each participant's responses were anonymous. No recording began without the informed consent of each participants prior to the interview session.

Data will be destroyed three years after the end of the study.

Summary

The purpose of this study is to understand the current culinary education climate as it relates to the needs and desires of the restaurant industry. Using a phenomenological approach, the researcher used interview protocol to discern stakeholders' perceptions of culinary curriculum and current restaurant workforce problems. All participants were unified by their involvement with culinary education and their status regarding workforce preparation.

Chapter 4: Findings, Results & Interpretations

Introduction

This chapter details the findings and results of the phenomenological study on culinary education and its relationship to the restaurant industry. The findings and results are based on detailed descriptions of the participants through semi-structured interviews and field notes.

Fifteen participants were interviewed for this study, recalling their experiences of culinary education from past memories and relating these recollections to experiences in the restaurant industry and culinary education as educators, recent graduates, and professional chefs. The 15 participants included six educators, five professional chefs, and four recent graduates. Participants were selected who expressed interest in discussing their experiences in culinary education, were available to participate, and exemplified the requirements for each participant group. The following chart contains the participants and their groups and genders.

Table 1: Participants

Participant	Group	Gender
BT	Graduate	M
CM	Chef	M
DT	Educator	M
EB	Educator	M
GN	Educator	F
HH	Chef	M
KC	Graduate	M
KT	Chef	M

LT	Chef	M
SG	Graduate	M
SR	Educator	M
TD	Educator	M
TF	Chef	M
TK	Educator	M
WU	Graduate	M

Educators were selected from programs offering associate and bachelor's degrees. They had all obtained culinary degrees and industry experience prior to becoming educators. Chef participants had graduated from culinary schools and had obtained at least 10 years of industry experience before taking on the role of head chef. These chefs oversee the daily activities of their respective kitchens. Recent graduates are currently working in the restaurant industry after graduating from a culinary program in the past four years. All participants were male, with the exception of one educator. Two focus groups were conducted, utilizing one member from each of the above segments.

The findings detailed in this chapter are based on conversations with these participants regarding culinary education and how it connects to the current climate of the restaurant industry. Participants recalled their experiences in education and how it relates to their careers in the restaurant industry. They focused on learning activities in the classroom, culinary educators and their connection to the restaurant industry, and the overall connection between culinary education and the actual industry workforce.

Participants' confidentiality was preserved by assigning pseudonyms to their interviews. The results of the study are presented based on the findings from the interviews in connection with the literature review and conceptual framework. This chapter concludes with a summary of the key points from the chapter.

Findings

The findings presented in this chapter characterize the study being conducted through a phenomenological lens in conducting field research and data collection (Moustakis, 1994). Four distinct themes emerged from the 15 semi-structured interviews, two focus groups, and field notes: a) mentorship; b) realism; c) connection to the restaurant industry; and d) professional development of educators. Mentorship relates to the connection between student and educator as the student embarks on his professional career in school. Realism denotes classroom activities and how they mimic and relate to life in the restaurant industry. Connection to the restaurant industry is based on educators and their respective education institutions' incorporation of industry professionals and activities into the culinary curriculum. Professional development of educators explores the role of the ACF and other avenues of PD activity.

These themes and their sub-findings will be discussed throughout this chapter and form the basis for the recommendations presented in chapter 5. Figure 2 provides a visual representation of the findings and themes that have emerged from the research.

Mentorship	Realism	Restaurant Connection	Professional Development
Repeated instructors	Sense of urgency	Classroom activities	Outdated instructors
Tough love	Discipline	Industry involvement	ACF
Job placement/career advice	Modernization	Adjuncts	Staging/dining
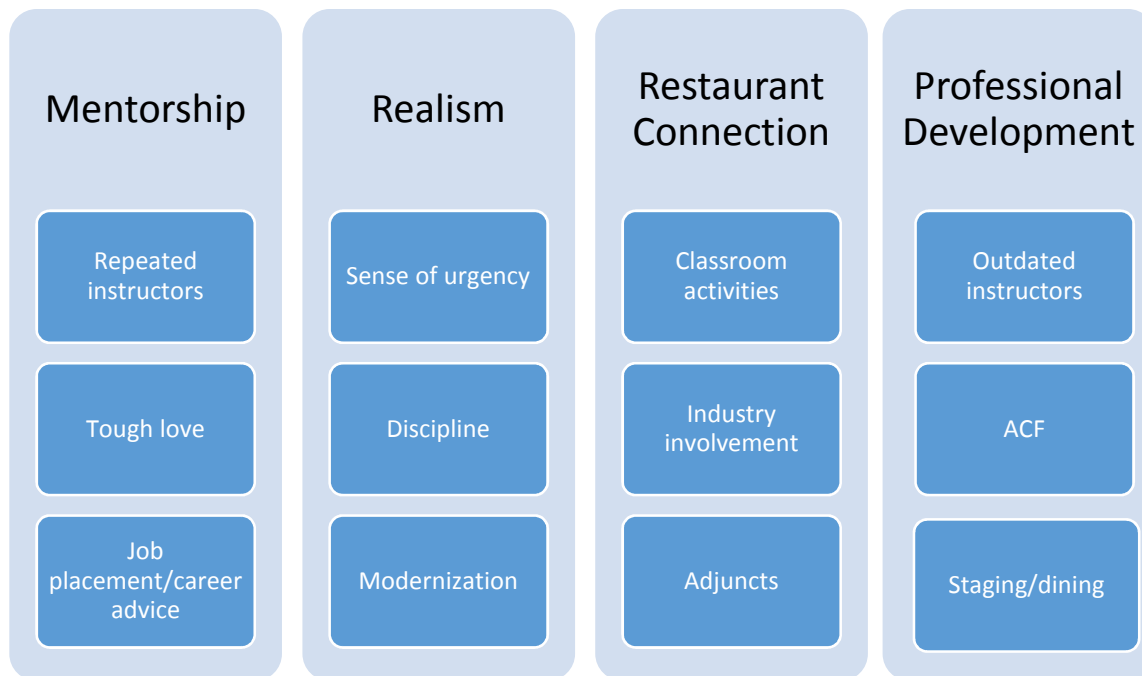
Figure 2: Findings, Sub-Findings, and Themes

Mentorship

Participants discussed many aspects of culinary school that shaped their experience and prepared

them for their eventual transition to the restaurant industry. The faculty members in these

institutions and their role as mentors in developing students were central to many participants.

Participants highlighted the importance of having repeated instructors throughout the

matriculation process and having instructors provide tough love to students in their classroom

activities in preparation for the restaurant industry. The following two sections highlight these

sub-themes through detailed accounts of the role of faculty as mentors in culinary schools as the

participants transitioned to life in the restaurant industry.

Repeated Instructors

Faculty provided mentorship to students through career advice during school and after

graduation. Participants emphasized that the ability to work with these instructors over multiple

courses strengthens the mentoring relationship.

One negative aspect of culinary education some recalled was a failure to have repeated

instructors and thus a short period of exposure to them. This failure ultimately hindered the

development of faculty mentors and the educational process.

> It was every three weeks you had a new class and a new chef so you never—a single chef could never guide and mentor unless you sought that person out. So, every three weeks I would have a new chef and they would just be rolling through students so, you would never have a connection and you wouldn't see that chef again, if not passing through the hallways and that was it. There was never ever—for me there was never a connection with a single teacher that I could be pushed or motivated or learn—taught to learn. But I just think because of the three weeks and every-three-weeks rotation, it didn't allow for a connection with the teacher, the professor to progress. There was no—it was a three-week ladder and once you were done with that ladder, it was off to the side. You couldn't hit a platform and then hit another ladder with that same teacher [and] continue growing up. (TF)

Individual attention and connection formed a bond between teacher and student, allowing for

insight into their personal learning styles and goals.

> I think once that clock's done for that class, then it's like the mentorship is kind of over. . . . To me, for most freshman classes, I would try to establish kind of a foundation of, "This is what my expectations are," and I want to try to get to know people, but as time goes on, you would maybe have someone for a class again, in subsequent parts. I think at that point, you can get to know people more, and then know what drives them, what they want to do, what they're trying to get out of a program. (CM)

> Yeah, I think that is kind of a great thing if you do see this teacher more often. If you do have several classes with that same teacher, so as a student you can kind of get to know the teacher. And the teacher can also get to know the student to see what direction they are heading so they can be guided properly, guided in the right direction. Maybe they don't want to do fondant. Maybe they want to do catering. Maybe that's what they want to do, or whatever it may be, but I guess it would be important to really know what the student's looking for. (TM)

Participants highlighted different aspects of mentorship that they experienced as students.

GN appreciated and recognized a faculty member attempting to develop students through

activities outside of class: "She had to fly under the radar a couple of times, doing things that she

really probably shouldn't have been doing, but [she did it] because it was in the best interest of

the students." Recent graduates SG and KC highlighted the importance this connection provides to classroom activities:

> He was very personal and hands-on with you, because he would actually get the time to know you. . . . If you knew you were bad at something at this particular thing, he would put you on it. (SG)

KC classified himself as "very chef driven" in his education goals. He was able to connect to a faculty member who engaged him in his goal. One negative aspect of his education was the other teachers "that never asked those questions, that didn't want to see where I was trying to go" (KC).

Educators recognized the importance of connecting with students on personal, professional, and classroom levels. GN acknowledged that the extra time an educator devotes to student engagement can play a pivotal role in the educational experience:

> I think that's the problem that a lot of people don't realize, is that spending five minutes with a student answering their question or helping them think things through, because they're in a hurry trying to get home, or they've got to grade papers or whatever it is, they don't realize how much of an impact that that five minutes can really make. And I think that the instructors don't realize that they are looked to as gods. (GN)

TM addressed that the knowledge of individual students allows educators to better guide these students in their career development:

> Because if you truly want to educate a student—and for me, it was finding out that I want to be a chef—and then that teacher drove me to give me that little effort. Like, "Where are you staging? Have you eaten out? What books are you reading?" That kind of thing. And if it was somebody who wanted to get into marketing with the food industry or be on the hospitality side of it, you know that you have to have that teacher that understands that with them and pushes them to go in that direction, and see how it is, and learn. (TM)

CM highlighted that increased student exposure outside the classroom would assist faculty in proving a stronger classroom experience:

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Yeah. That's why, if you don't have an established relationship with them, like having a class before where you can figure that out, and then have them in a situation where they're in there in more like a stressful class. Then you can probably know how to push them better. (CM)

The connection with students occurred with outside food-related activities. GN described a bake sale a professor organized to fundraise for students to attend a baking conference. This professor "would go above and beyond for her students after hours." This personal connection has lasted throughout GN's career: "I've seen her a couple of times and I've talked to her, and I actually apologized for being a pain in the ass." KC mentioned having an educator visit the restaurant where he did his internship, which provided a valuable relationship-building connection. WU connected to an educator through a church volunteer activity encouraged by the educator and then that connection continued throughout the rest of his education.

Participants believed that mentorship from repeated instructors would have allowed for a greater connection with individual students. In their opinion, mentorship provides proper career guidance as well as strengthening classroom activities. One aspect of this mentorship relationship that participants highlighted was tough love (or its absence).

Tough Love

The concept of tough love relates to instructors providing proper feedback in classroom activities and guidance in professional decisions, rather than simply moving a student along in the educational process. Basically, professional criticism and the failure to apply this type of criticism were recalled by participants as directly relating to the quality of their education experience. Many participants reflected more favorably on instructors who were difficult and pushed them to their limits in the classroom setting. Other participants wished their instructors had presented a greater challenge.

Participants described tough love as when educators fully informed students about the challenges and pitfalls of a career in the restaurant industry. EB recognized the male-dominated nature of the restaurant profession and took proactive steps to inform female students of some of the realities of sexism in the restaurant industry: "They'll judge her faster than if it was a guy" (EB). FM also recognized the problems many female graduates face upon entering the field: "I definitely think that they need to know the reality of what the industry's about, and you get out of it what you put into it. I think it's the culinary techniques, and the lingo, and what the industry's truly like" (GN).

Recent graduates KC and SG both saw the effects of the lack of tough love on their education. Regarding educators who failed to practice tough love in the classroom:

> Other teachers were just like, "Oh, okay it's a mistake. I'm going to tell you how to fix it," but not actually make you do it again. People in the industry, once the chef came in it was like, "This is wrong. Start over. I want them re-doing this, start over." And that's the real world. You woke up at like—you're going to not go into the restaurant and chef's like, "You made a mistake, it's okay. I'm going to use it tonight, but don't make any mistakes tomorrow." (SG)

KC witnessed how the lack of tough love affected his education experience and that of his classmates. KC felt that "it's your job as a teacher to push that and to tell them to come into class early or to stay after." One detriment to his education was that "my teachers weren't pushing me -weren't challenging me to do better, to make better things. It was just, follow my recipe, let's taste this, and that's it" (KC). Upon returning from his internship experience, he could see the ill effects of students not being pushed toward a challenging internship. A lack of tough love affects the whole classroom environment: "I think those students were weak coming back from co-op and I was almost brought down back to their level, because they didn't either push themselves or they didn't have a teacher pushing them" (KC).

Much of the tough love provided was criticism concerning life in the restaurant industry and their careers. Each segment of the study responded on how this type of criticism could be better incorporated into education. One aspect of providing tough love, a participant explained, is having educators dispel some students' notion that, upon graduation, they are a "chef" and are ready to run a kitchen.

> Honestly, I think it would be, in a way it seems kind of weird, but I think it would be great to kind of let these students know that they don't know much. They're going to go into their first job right out of school really, really green. Like, they need to learn a lot and they kind of know it. A lot of the kids go to culinary school, they graduate culinary school and then they're like, "All right I'm a chef now" (TM).

Participants believed that students are coming through education programs with incorrect career expectations. "And I think a lot of these kids think, 'Oh, well. When I graduate and I have this degree, then I'll get a job.' But that's just not—you know that's not how it works. But I don't think that the instructors are really telling them that." (BT)

One aspect of tough love described by interviewee KN is understanding the daily life of a chef and the toll it takes on one's personal life.

> I don't think they're informed on what this job really is. Every time I go to hire somebody, or somebody talks to me about being a cook, or they want to be a chef, I tell them every negative thing about the job to make them change their mind. You got no weekends, you get no holidays, you're going to miss weddings. You may miss your own family's weddings. You're going to be here 60, 70, 80 hours a week. You're not going to get paid overtime. You're going to be required to come in early and not clock in. Those are the things that, back then, you could do. Nowadays, people get sued for that, so you can't do it anymore. (KN)

LT believed that tough love can be a very harsh reality for students but can also provide the right guidance for moving forward in one's career.

> Yeah, I think it is the tough love. I think it's the honesty. I think it's them kind of keeping it real with you. Not telling you that hey, you are a chef. The fact that the guy

told me, "Hey, you're not a chef. You're not—you don't even know how to cook. Yeah, I've showed you some things, but you need to go practice"—it's that mentorship. (LT)

In the classroom, SG believes that tough love translates to realistic learning activities and allowing students to fail in some activities and guide them past their mistakes.

> They definitely should push a little harder. They should give us that wall we need going into the industry. Like when you're in school, I felt as if my hand was held the majority of the time. They were leading me. They were saying, "When you go into the industry, this would be this way and this is going that way." You get more looking at chefs as like, "Oh, I might sly-bomb this one, like leniency." And certain positions, you look as though you can ease your way, half-ass something, when you definitely shouldn't. It's just the toughness. You need more culinary school to go into the industry. (SG)

Participants stated that tough love can be presented in the classroom setting through presenting a realistic picture of the restaurant industry and the nature of the work. Educators ED and SQ detailed how they incorporated this aspect into their classes. As an educator in a service class, TM tells students: "I always say if they're not out—four top left the building [chuckles]. They left. Four top left, you're screwed. "Put your food. Pack it up." And they're like, "What?" And I'm like, "This is how it has to be." I feel you have to be tough but fair." ED informs students that "I can't serve this" to mimic the realities of service for dishes that are not correct.

BT, WU, and LT all appreciated how proper and direct criticism added to their classroom work and their career trajectories and stated that this feature was instrumental to their career development. Tough love can be instilled through daily activities such as enforcing a daily dress code and critiquing the food served by students:

He came in and like really cracked down on a lot of stuff because there's just like a lot of bullshit stuff like uniforms that he started to crack down on. which doesn't sound like much, but when people are coming in all disheveled and stuff, you're not ready to learn, and I think that's a good first step. Plus, he's being a lot harder on people just because if he doesn't like something or if he tastes it and it's not good, he'll tell you. He'll just be like "This is terrible." (BT)

Direct personal criticism from an educator provided some humbling career advice for interviewee WU:

> But he gave me a good lesson. He pulled me aside the one day and he said, "You need to be more humble." And he really drilled me. Throughout the class, I guess I made cocky remarks here and there. Finally, he pulled me aside, alone, thankfully. He said, "I see a lot of potential in you, but you just need to ease back. Like let your—just ease back." And I took that. It was hurtful, but I think it humbled me a lot in that day. I finished out with that chef and I think, progressively, it was good. But not many chefs did that. All the chefs were willing to help, but not all the chefs were willing to reach out unless you asked. (WU)

Participant LT believed that criticism, no matter how harsh, can provide graduates with the right guidance in their early career trajectories.

> I met with Chef O'Palenick and said, "Hey, you know I got this sous chef job. I really don't like it, blah blah blah." And he told me, "Well, you don't even know how to cook yet." And here I got an associate's [laughter] degree, I have a sous chef job, and he's like, "You've got to go learn how to cook. You need experience." And that kind of blew my mind. (LT)

Although connecting to individual students assists in the overall educational experience, participants stressed that a toughness must be present in the student-teacher relationship to fulfill the educational experience beyond friendship.

> Yeah, and some of them are—I knew some teachers that are way too close to students. I'm not your friend. I'll treat you as an individual, as an adult—I'm friendly but I'm not your friend. I'm not Facebooking you or any of that stuff until after you graduate. Then I'll accept you as a friend, but even then—and then that way, later on I'll help you get students or I'll do events with you, blah, blah, blah. But until then, you're a student. You got to be tough. (TM)

As a student, KC saw faculty connecting with students, but not in the most productive ways: "I think they had friendships with them, and they were in their office all the time. But with all that office time spent with those professors, what was actually accomplished, I couldn't tell you" (KC). A too-friendly demeanor on the part of an educator can remove the realities of the restaurant industry from the education experience and thus not properly prepare students.

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There has to be some sort of balance, because I used to go into classes, and the teachers were too nice. They were trying to be too much of your friend. It was like, "All right, we set a 3:30 turnout, but then all of a sudden we're nearing down in the last 45 minutes," and the teacher's like, "Is everybody okay?" And they're like, "Can we get another 15 minutes?" And then turnout was pushed to 3:45. And then plates were still going up at 3:50, 3:55, and later than that, and there was no—you know in a restaurant when five o'clock hits, and it's open, that's all there is, and there's no preparation in that sense of urgency that I ever got in school. (KC)

The criticism received in the classroom, for participant BT, was much different than in the industry and affected students' classroom activities.

But I feel like they need to be—the kids aren't scared of the instructors. I'm scared of shit of Mike, not scared as in, "Oh man, I'm super-scared to go into work," but I want to impress him always. I want to make him proud always. And it's like these kids, they're in class, and they're like, "I just can't wait to get out of class," or whatever. But they don't they're not scared of the instructor, and I don't know how you say, "Okay, we have to, like, intimidate the kids," like that's not what I'm saying. (BT)

BT, KC and TM remarked on the importance of asking students where they are working and getting them involved in the workforce. They viewed this engagement as key to encouraging students to get involved in the industry and out of their comfort zones in the classroom. Failing to encourage students to gain proper work experience was viewed as hindering development in the classroom.

None of the instructors are like saying, "You guys should get jobs," or like, "You guys should be working." Nobody says that. They're like, "Have a good weekend," and I look at it rolling my eyes because I know that my weekend is going to suck. And these kids are like, "Great, now I have four days off, five days off" (BT)

Participants believed that tough love in the classroom can provide the correct kitchen standards and protocol necessary for students to success in the industry. In their opinion, tough love presents the harsh realities of the industry and the expectations of professionals. Participants stressed that this industry knowledge better prepares students for a successful transition to the industry. Furthering the smooth transition was the educator's ability to assist in job placement and dispense proper career advice.

In recalling their culinary education, some participants fondly remembered how faculty had assisted them in their career development; others recalled how faculty had failed to provide the correct guidance in their careers. Overall, the ability of faculty to guide students through their progression into the restaurant industry was central to the culinary education experience for many of the interviewees.

Participants remembered the important role that faculty played in assisting them to achieve their first job and make the right initial career decisions. CM found that the faculty knowledge of chefs and restaurants was extremely helpful in his early career decisions with job placement. Educators SQ and EB each state that they are still indebted to those instructors' assistance early in their careers. LT was at a career crossroads when he sought advice from a former faculty member. In addition to the tough love he received, that educator gave him clear guidance on his next career step:

> There's two people I think you should go work for." One was Emeril Lagasse, who at that time everyone knew—he was killing it on the food scene. And another guy that no one really knows about, who is Lawrence McFadden. So I said, "Oh, okay, okay." And kind of blew him off. A month or two later I decided to apply to the Ritz-Carlton Hotel Company down in Naples, Florida. I had a relative living down there. And it just so happened that this Lawrence McFadden was the executive chef of that hotel. So it was kind of like, all right, that was meant to be. And I went down there, I packed all my bags up in June of 2000 and moved to Florida. I guess it was—maybe it was July of 2000. Moved to Florida and spent the next three years working for Lawrence McFadden in that hotel. And this guy was an animal, an absolute animal. (LT)

Educators who participated in the study realized the importance of guiding students into their first jobs. GN remarked on the importance of one colleague who guided students into the workplace, calling him a great asset to their culinary program.

Participants said that failing to recognize and properly guide a student looking for their first job in the restaurant industry is detrimental to the education experience. KC sought advice and help from an educator and received very little information in return. KC recalled:

> I think I had asked about trying to find a job, and he had a friend who was always hiring as all kitchen staff is doing—they're always hiring. It was just presented to me, and it was just said, "Oh, I have a friend." And then I was never pushed to actually get in there, to actually go get the job, to ever—I never got to that kitchen. I never made it there. It blew by me because that teacher missed the opportunity to see a student who did want to challenge themselves, and they didn't do anything to push me to get to that next level, and like I said that experience just fell to the wayside. (KC)

Culinary institutions and faculty should be a major resource in helping students enter the workforce. KC believes that "There's a weak link in the culinary program where you have to find your own job." As an educator TM highlighted the importance of engaging students in their career development: "Where are you working?... Do you need a new job?...Hey, what are you doing? What do you want to do?" I make suggestions. I think that's the big thing." (TM)

Participants viewed educators as a resource in connecting students with the correct jobs in school and throughout their careers. Participants viewed faculty who encouraged students to enter the industry workforce as providing them with the initial experience needed for a successful career, and saw failing to properly place students into the workforce as setting students back in their career growth. Participants ultimately believed that connections to the restaurant industry through job placement can increase the realism necessary in classroom activities to strengthen the education experience.

Realism

When reflecting on their experience as students and their encounters with recent graduates, participants believed that culinary education did not highlight the reality of work in the restaurant industry. Sub-themes were the need for a "sense of urgency," the nature of discipline

in the classroom, and the need to modernize the curriculum to reflect the actual restaurant industry.

Sense of Urgency

Participants who currently work in the restaurant industry repeatedly used the phrase "sense of urgency" to explain the ability and desire to work quickly and efficiently in a professional kitchen. This trait was something many participants felt was lacking in education, despite educators' attempts to instill it within the classroom setting.

A sense of urgency was stressed by participants as a crucial feature of any professional kitchen and essential to insert into the education setting. CM felt that pressure is essential to culinary education because "kitchens thrive on pressure." He also felt that education can teach this sense of urgency to students to better prepare them for their careers. EB stated: "Some people you can just—you can teach them how to—you can teach people how to get fast. Most people, you can teach them how to get faster. Not everybody, but you can teach most people how to get faster." EB recognized the importance of this trait in the industry and how it was missing from his education. Educator DT emphasized how this trait is connected to the learning environment: "I think we're all slow in the beginning because we don't have a sense of how fast we have to be" (DT). However, there is a balance to this sense of urgency, as stated by HG: "It is important to work fast and all that but in school, I think it's learn how to do it the right way first and then you can start working on speed" (HG).

The concept of the sense of urgency was recalled as highly important to a successful career in the restaurant industry when enforced at an early stage of development.

> There used to be a chef that—oh gosh I can see his face–and he—I didn't work for him but I know a lot of people who did—and he would watch people watch him work. He was

like this French master chef. And so he would watch people work and he would be like - say you're scaling like seven ingredients—or no, see if it was something as simple as just trimming green beans let's say—he would be like, "You just took 21 seconds to trim those green beans. I know for a fact they should be done in 10 seconds." And he would make people write it down, and he would make them write down, "This needs to take—." And it was super micro-managing, but all those people that I know that worked for him are crazy good, crazy good. And it was because he rode them. And now it's in a work setting, it's not in education, but because he set goals for them as to how long to do it— he'd be like, "Ah, you took 14 seconds at those beans! You're killing me with your four seconds," because I know that at the end of the day, those four seconds add up to 10, 20, 30, 45 minutes. (EB)

A sense of urgency in the classroom can directly simulate real-world restaurant experiences in a daily meal service.

I'm going to push them, I'm going to get on that ass. That's just [chuckles]—I mean it's no different than here. It's a Saturday night here, I've got to get on the guys at five o'clock. At five o'clock I got to be an ass, I got to be tough, and from 5:00 to 7:30 I just got to be that way, but that's the only way to get through it. And it's the same thing with education, you got to do it, got to be on them: move quicker, work cleaner, taste, clean yourself up, all those things. (LT)

Participants recognized the failure of education to insert urgency into the classroom setting. BT stated that "There's no sense of urgency in any of my classes," with students "just walking around" and asked to make "one recipe in two hours." KC doesn't remember one teacher who exhorted him to "work faster, or work better." Classroom that fail to foster a sense of urgency hinder the learning experience by failing to enforce industry norms.

It didn't really—I didn't have any teachers really pushing anybody. We would have deadlines in class to put our food up, class started at 12:00, let's have the food up at 3:00, something like that. A lot of the times I remember teachers asking, "Is everybody was all right?" and the students all saying "Oh, can we have a little more time, how about 3:30 for turnout instead of 3:00?" and the teachers just being okay with that and saying, "Okay, let's push it back to 3:30." But we'd go to a restaurant and service starts at 5:00, you can't say to the guest, "Oh, can we wait until 5:30?" You better be fucking ready at 5:00. (KC)

GN had a similar experience with creating "40 portions of Chicken Kiev" in an environment which wasn't "go, go, go." Ultimately, this leaves graduates unprepared when they enter the

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profession. LT stated: "I've watched these kids come out. They have no sense of urgency, they still can't hold a knife, they don't look like a chef, they don't know how to wear the uniform. All that stuff bothers me."

Participants explained ideas on how to incorporate this idea of sense of urgency into the classroom. BT mentioned increasing the number of recipes in an allotted time period. A sense of urgency can be instilled through constant reminders by educators of time allotments and cleanliness in daily classroom activities.

> We do turn outs in the class and I always yell, "Sense of urgency, sense of urgency," and I yell, "Timing." I make—say it's ten o'clock. If you're late, you're not putting food up. That's it. I even yell out like, "Half an hour." just to keep them in the groove and it seems they love it. Because then they'll later on be like, "Hey, half an hour." And I'll be yelling, "Clean as you go. Clean as you go." And they'll say that later on too. So I try to give them that in the hands-on class and I also did the restaurant, so I yell. There has to be a sense of urgency at that. (TM)

SQ recognized that the sense of urgency allows the classroom setting to place students "in the fire and putting a little more pressure on them, puts them in a situation where they have to learn and they have to learn fast." Ultimately, TM believes that this sense of urgency in the classroom is part of the learning environment: "I'm trying to teach him that the more you have this sense of urgency, and you're prepared and ready to go, nothing's going to faze you. You won't be fazed" (TM).

Participants felt urgency is needed in the classroom and is a trait students should learn to develop in education. They viewed graduates without a sense of urgency as having a very difficult transition into life as a restaurant professional. This is one example participants provided of realism needed in education. Another example is the professional discipline necessary to function and thrive in a professional kitchen.

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Discipline

Discipline in and out of the classroom was a major theme for all segments participating in this study. Those currently working in the industry questioned the discipline students possess once graduating from school and the discipline being instilled in the classroom.

Many chef participants questioned the quality of students graduating from culinary programs. They stressed that the desire to work and a sense of discipline in the kitchen are key components of successful entry into the industry. One chef stated that related key traits are "cleanliness and organization" (HG). Another chef stated:

> I don't care what his cooking ability is. I care that he shows up on time or early, comes prepared to work, how he moves in the kitchen, how he interacts with the people in the kitchen, how his workstation is. Those are the things that I look for right off the bat, and I can tell within the first hour. If he's doing all those things nice, then I know I can make something out of him. (KN)

Although this emphasis on discipline may not be appreciated by the student at the moment they receive it in class, it is recognized to be valuable later on in their career. Tasks and activities that EB encountered in school consisted of coming in on the weekends and cleaning. Once in the industry, he saw that "there was definitely a lot to be learned from doing stuff like that" (EB). HG had a similar experience regarding discipline:

> At the time, I was a young guy. I wasn't into discipline. But looking back on it now, the discipline does matter. You need to be focused on what you're doing every day, do the same thing every day, do it right every day, and work clean, all that stuff, even down to just making sure the students have their uniforms on, their proper uniform, all that stuff. It just teaches discipline, and I think that's very important. (HG)

CM also stated, regarding one of his instructors, "He held people accountable in class, which I thought was good" (CM).

One participant discussed is explaining professional expectations and job realities in the restaurant industry.

I guess just giving that—just drilling in what to expect, how to act, how to have the right attitude. The basics, but understand that you're going to be taught a lot more in the restaurant as you're working there more and more and more. So it's just drilling it in their heads to have the right attitude to understand you don't really know too much. Every restaurant will have some different ways of doing things and just accepting what they have. What the chefs in the restaurant have to teach them. Just be willing to accept what they have to teach. (HG)

Interviewee KC believed that professional discipline can be as simple as how someone cleans their station and the ability to work the rigorous hours required in many kitchens.

But when you come out, the biggest thing you learn in your first restaurant experience is how to taste, how to season, how to clean—honestly, that's a big one—and how to work 60 hours a week. (KC)

Participants believed that when educators fail to instill and foster discipline in the classroom, they are in essence also failing the industry in workforce preparation. In discussing discipline, LT reflected on the state of the product education is producing with the current field of graduates:

I think education really needs to hold itself responsible because they're producing, at the end of the day, a poor product. I mean, if someone's stuff isn't right, they can't pass. And I know programs out there that pass these kids. I know instructors that have done it and have been put in bad situations. (LT)

Educators reflected on how they see discipline in the classroom from the perspective of when they were students; they recalled witnessing fellow faculty fail to instill discipline. ED had an educator who enforced discipline in class by pushing each student; this has influenced ED's style of teaching. GN believed that educators should set the standard for discipline for each class and that any lack of discipline in the classroom reflects on the educator. GN provided one example of an interaction with a colleague who had complained about the current student:

You may hear educators say, "I would do more if my students would do more." Well, are you prepped for class? Are you really mirroring what you expect? I'll give you a perfect example. One of my instructors, I had a heart-to-heart with him, and he would just get so pissed in class because students weren't cleaning, they weren't doing this, they weren't

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doing that, they weren't prepped for class. But yet he rolls in, when I did the observation, five minutes late, wasn't prepped for his class. He wasn't in full uniform. I'm like, "Why are expecting all this stuff, but yet you don't even portray that?" So you have to walk the walk-in order to get what you need from these students. And a lot of my instructors, they're really quick to look outward, but they don't really look inward and say, "Yeah, you know what, maybe my students are a direct reflection of myself, and maybe I really should be a little bit stricter, or I should explain myself a lot more in depth." (GN)

Recent graduate BT recalled a faculty member failing to control and guide a classroom; the educator failed to survey the class and correct students who were struggling on exercises and clearly doing tasks incorrectly.

Participants believed that incorporating the professional industry standards of discipline in the classroom can better prepare students for success and alleviate the perception that education is failing to train these students. Participants viewed discipline as correcting students in their actions in relation to industry expectations. Many participants believed this increased discipline would set the standard for students' work ethic as they enter the field. In addition to classroom discipline, participants expressed that an increased focus on modernizing education through curriculum, equipment, and learning practices would also increase students' preparation when entering the restaurant industry.

Modernization

Participants felt that the education system needed to address the changing nature of the restaurant industry through education. They questioned the type of classes being taught, methods of instruction in daily activities, the classroom atmosphere, and the tools and equipment students are exposed to in class. Three main subthemes regarding modernization are classroom learning techniques, curriculum, and classroom equipment.

Learning Techniques

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Classroom learning techniques were extremely important to participants, who agreed that improving instructional techniques is central to improving the standard and quality of education. Many felt that the education system wrongly relies on handing out recipes as the main classroom learning technique. In addition, participants felt that repetition of classroom activities would increase students' skills and preparation for the industry.

Participants viewed increased faculty interaction in the classroom environment as needed, such as this example of having educators rely less on handing out recipes in class.

> Another thing would be how active they are with the students in the classroom. Especially just in a culinary class, whether it be lab or production. You must be working with them, and not relying on them just to read a recipe. If you just give a student a recipe to read without any structure, then you're never going to see them create the food that you want them to create. Sometimes I think if you give a person or students too much to do, you can cloud a true vision to what a class should be. And that's where structure begins in a classroom, know what your goals are and then work off of that. So the whole room can learn certain things, based on whatever principles you want to teach them that day. (SQ)

Many of the participants argued that education should better reflect the current state of the restaurant industry. They desired a better connection between classroom exercises and industry application—to make the classroom environment more realistic. SG reflected on classroom activities not being realistic in comparison to the workplace graduates would eventually enter. SG stated:

> You kind of get a fuzzy feel for the industry. So in school, you're being educating of things that they think you have to do, and that's probably going to happen. Scenarios that may or may not happen, rather than things that you know is going to happen, things that you can prepare for. Education is very spoon-fed. It's like, "We're just teaching you this, and we're not really too sure if it's going to happen, or too sure if it happens, still." But we're just like, "I'm pretty sure that's not how it happens." It's like a guess of the things to come. (SG)

As an educator, DT believes in explaining the modern approach to his students: "I'm going to teach you according to the book, and at the same time, without trying to bash the book, I'm going to tell you modern sauce-making" (DT). CM wished his instructors would have stated: "You're learning this in class. This is why it connects to the real world" (CM). Overall, classroom activities need to lessen the gap between the actualities of the industry according to LT: "Learning in school is one thing, but once you have to apply what you've learned in school to the real world, it's a different ball game."

Modernizing learning activities was also related directly to educators and their approach to the classroom. DT questioned the knowledge of educators by stating, "Yeah, I see a lot of dinosaur thinking. They kind of think that the cooking stopped with them." In addition, DT stated:

> I think, in a lot of the components of the book, I think they're very realistic. And I think in others, and I would absolutely say sauce making, they are ridiculously behind the time. It's almost like they invented a religion—and I use this line a lot—it's like I invented this religion and for 300 years, starting from La Varenne, I've practiced this religion and I've preached this religion like this is the word of mouth or this is the word of God. And then somewhere, through that journey, I realized that we've got some problems with this religion. I can't be bashing my own religion. (DT)

Repetition in classroom exercises was a theme highlighted among all the segments. Participants believed that students should learn repetition, as it is central to daily tasks in the restaurant industry. ED reflected on the beneficial nature of having instructors use repetitive exercises during his education. In contrast, KC stated: "There was just no practice and repetition. No trying to fix what we did wrong. No trying to improve on what we did all right." He expressed how in an Italian cooking class he only made pasta, the basis of Italian cuisine, once. Eventually, he recognized the importance of repetition during his internship, where he had the ability to repeat tasks and improve. Finally, CM felt that failing to incorporate repetition in

school may lead to graduates' ultimate failure in the industry,stating, "The people who leave here, how many—I graduated with how many people who aren't in this industry anymore, because they couldn't deal with the repetition or just the intensity of the environment."

The participants mentioned various other ways to better prepare students and modernize education: an increased focus on tasting in classrooms ("flavor balancing and profile"—SG); a focus on the current social issues surrounding food ("teach students about these issues that we're having with food"—TF); a focus on restaurant math and other courses to enhance the educational experience ("that math is going to help you manage your life or that you're in psychology class… [makes] people more well-rounded"—BL); and class activities focusing on more daily restaurant activities ("plating experience….restaurant lingo …operate equipment and clean it"—GN, "The plating styles and the cooking methods are very behind"—BT).

Participants stressed that there are many avenues in the classroom setting that can be enhanced through guided practice and learning techniques. In their opinion, improving classroom learning techniques would assist in developing the workforce. In addition to changing the framework of classroom activities, updating the curriculum was a theme that could enhance education and better connect education to the restaurant industry.

Curriculum
Participants felt that the actual topics taught in the classroom needed reform. In their opinion, educators must update the curriculum to reflect the tools, techniques, and trends used by chefs in the industry.

Participants experienced the difference in the type of cooking taught in the education setting versus actual restaurants. One example SG cited was that educators were not using the standard equipment found in restaurant kitchens to complete tasks: "We can't teach on

something that's super old, and send them out into the real world where everything is new and bright." HG had a similar experience:

> Maybe more modern cooking. I think that would have been more important. All that old school stuff that I learned, I just never did it again, and I don't know that I necessarily really learned truly awesome ways to do things. I don't even know necessarily an example of all this, but the food we cooked wasn't necessarily super clean and super delicate and things like that. It was just big portions of stuff—braises and stews and roasts and things like that. It wasn't necessarily super refined cooking, which in a way I guess maybe is good because you've got to walk before you can run. But I guess a lot of the old-school things are. (HG)

Evolving curriculum is essential to this student and teacher development.

> I try to do a good job of making sure that I have a plan. It sounds like, "You're supposed to have a lesson plan." But I think that I try to have a plan that evolves, and it's not like, "Well, I taught this class this way the past two times, so this is exactly what I want to do next time." (EB)

Outdated recipes and faculty who rely on older techniques were an issue many cited. In pastry class, for example, SG made fondant carrots, an item he has never encountered since in any restaurant.

Educators felt it was their responsibility to keep updating the curriculum even though they recognized that their colleagues might be resistant to change. EB recognized the importance of evolving lesson plans. DT wanted students to less rely on *Good Housekeeping*–style recipes, preferring to limit recipes to industry lingo, as would happen in a kitchen. Chef TF concurred, wishing that more recipes were given to students verbally. GN addressed how one class in the curriculum was approved to reflect the changing nature of the industry:

> In the curriculum, I rewrote the curriculum, and there was a class called Classical Modern Techniques. And in that class, if you look on the I335, which is basically the outline of the class, it doesn't say 'molecular gastronomy'. It doesn't say anything. It just says Modern Techniques to keep my instructors modern, so that my students can stay modern. So with that, I didn't really specify a specific, again, competency in the curriculum. I just

put in there "modern" so as the times change, the curriculum can continue to change, and my staff, my faculty, and my students, and my curriculum won't all die out. (GN)

Recent graduates believe that curriculum should highlight items all graduates should know when entering the field to be more realistic of their expectations upon their first employment. SG believes more focus on the fundamental nature of cooking is necessary. Regarding initial employment upon graduation, KC says:

> You need to be proficient with a knife. You need to know how to use all the equipment that's in a restaurant. You need to learn how to clean—you need to learn how to clean a fryer, you need to learn how to clean an oven. All these things are like—culinary schools don't teach them. (KC)

Participants believed that updating curriculum to reflect the actualities of the industry would better prepare students to enter the workforce. Another aspect of this preparation in the classroom relates to training students on industry equipment.

Equipment

Participants expressed that classroom equipment is essential to modernization, because it introduces students to equipment that they may have never operated in the past but will be operating once they enter the restaurant industry. The equipment in the classroom should reflect the types of technology being adopted in restaurant kitchens. Some participants desired more equipment to reflect a better knowledge base upon graduation, while others warned that relying too much on technology would take away from learning hands-on core cooking skills.

> But I think his focus on using all the technology-looking kitchens is very bad, especially for students who are freshmen. They should not. They shouldn't be looking at—I feel like that should be its own class, using combi, using those pressure fryers, using all that shit. Because these guys don't know how to sear in the pan and they're using the combi oven. I don't fucking know how to use a combi oven, but I know that everything that's coming out of that combi oven sucks. It's erratic. There's not even heat distribution inside of it. But those guys, they put a thermometer in it and, "Oh, it's done." But we taste it we—it's jammed up. Every single thing I've seen coming out of that oven has been fucked up. (CM)

One educator participant stressed that learning the basic and elementary kitchen equipment found in the majority of professional kitchens is an essential component of education.

> That's the thing a school should have, all that equipment. And we, like, that same school, we couldn't even get a steam kettle. It's like, they need to know how to operate pieces of equipment in kitchens, even a steam kettle. We don't do big batches. Well, it doesn't matter. It's a school. A school should have these pieces of equipment to teach these things. And like, the school I teach at now, we do have all that, and I think that's a huge plus. (TM)

In contrast, one chef participant pointed out that inadequate equipment can hinder an educational environment.

> But one of the things was equipment. When I was here, a lot of the equipment didn't work, like some of the ovens didn't work and they had, I don't know, some kind of steamer or something that didn't really work. So there was equipment maybe that I would have liked to have seen. I don't think we even had a high-speed blender here. So just little things like that. It would have been great to learn how to make really awesome smooth purees in a blender or—I don't know, maybe just different equipment like that. Sous vide was barely a thing when I was in school, but it would have been cool to see something like that. That wasn't really around. So just keeping up with the new technology that's in the kitchen, anything like that. (HG)

Eventually, in the perspective of one educator, learning the equipment in the classroom setting eases the transition to the professional workplace.

> The students need to see equipment to be able to operate the equipment to go work in a kitchen, and not look like an idiot when they walk in the kitchen and go, "All right, turn the steam kettle on." (TM)

A recent graduate recalled that some equipment used in kitchens reflected trends in cooking that had since become outdated. This participant believed that equipment should reflect the kitchens and trends current in the industry, and that this did not have to detract from strengthening basic cooking skills.

> One of the things that I think is kind of disappointing is that they are kind of focused on technology, and this modernist cooking, and we've kind of gotten away from a lot of that. Right now, basic fundamental cooking over a wood fire, I would love to see that. And

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that's something they should be working with. There should be a wood-fired grill, a wood fire oven. Learn how to make pizza. Learn how to roast a chicken. Learn how to grill a steak over a fire, control that heat and feed that fire. That's something that's not being taught. (LT)

One educator participant mentioned the use of a 3D printer and an anti-griddle in class, to which a current chef participant replied, "That's ten years old. I mean, why?" (LT).

When culinary schools have up-to-date equipment, it is also important that faculty and staff are trained to operate them properly.

We have a circulator and a chamber-sealer at school, but nobody can use it because none of the instructors are trained on the proper use of it. So then, technically, it's a huge safety hazard but I learned how to use a chamber-sealer and immersion circulator the first two weeks that I worked at the first job that I was at. Because, to cook proteins, that's where the future's headed. And there's kids that will graduate without even knowing what those two words mean. I feel there's a lot of restaurants that are using that now. (BT)

It was important for the participants that the type of equipment present in a classroom should mimic the equipment in a functioning restaurant.

In much the same fashion that the classroom facilities should closely replicate the restaurant industry, an institution's professional connection to restaurant industry standards is extremely influential in the culinary education setting.

Restaurant Connection

Participants discussed the importance of connecting educational institution to the restaurant industry as a pipeline for the workforce. They highlighted that this connection strengthened the educational experience by indoctrinating students into the essential early steps into the profession. This connection was also viewed favorably by members of the industry, who questioned the current state of culinary education and wanted a stronger voice in the way their future workforce is being educated. They emphasized classroom activities that mimic the daily

activities of a restaurant, industry involvement within the educational program, and the role of adjunct instructors in the classroom.

Classroom Activities

Culinary education classroom activities can be divided between standard in-class education through lectures and guided practice and service-based classes. Service classes, in general, are classes that mimic the daily operations of a restaurant, serving lunch or dinner to the general public. According to the participants, educators could do a better job of making these service classes realistic.

> So the restaurant we worked in, people would come in, and it got fairly busy, and it just gave me a mindset that in the restaurants—no slacking, things are hot, things are sharp, people are moving fast—your mindset has to be as fast as your body. So you're physically moving around the kitchen fast. You have to know what you're about to grab before you grab. You have to collect mise en place and prep things out. You know you have a standard time for this. You don't want to take two hours just to cut this, or just to gather this. You want to move fast, make sure everything you have is in place, stay organized. Cleanliness. It taught me to be aware of my surroundings. (SG)

Interviewee GN believed that simulating the intense atmosphere of a restaurant kitchen is a key element of service classes.

> There was one instructor that when we had the restaurant where—you know at Johnson and Wales, you had classes that rotated through the dining room and you sat down, and then the one class was there you actually fed one half of the dining room, right? So we went and when that class was going and the students were actually eating and we had service, that was very much the intense portion that really mimicked the industry. (GN)

HG had a restaurant-style class that was one of the worst classes he experienced. In this class, the instructor had each student be the "chef" for a service. In his words: "I didn't know what I was doing. I didn't know how to be a chef at that time." Ultimately, he had a very frustrating experience which caused him to ultimately lose respect for the instructor. Below is how HG would structure a class to better reflect the daily activities of a restaurant:

I think it would mimic a typical day in a restaurant. It would start out you come in, you set up your station, you do a prep list, and then you start prepping that stuff. You've got to make sure that your station is set properly so all your items that are with a particular dish are all together and all that stuff, make sure your station makes sense and make sure it's organized and clean and you have backups underneath your station, or you have bigger things in the walk-in but you know exactly where it is. After you've done all your prep, then you go into cooking, you start cooking some dishes. Even if you have a pod kitchen, each pod has maybe a couple of different dishes and you have to cook ten of each dish, and the professor is standing up front like, "Fire this dish. Fire that dish." So the stations are working separately but also kind of together. And then after that, cleaning up. Making sure you're putting away all your products properly, switching out all the six pans into cool containers or whatever you're storing them into, and then either putting stuff underneath your station or into the walk-in, and then scrubbing the station and mopping the floors, all that stuff. So, basically, mimicking what happens daily in a restaurant. (HG)

TF would like to see more realistic items incorporated into these classes. For example, "somebody's on dishes one day" and maybe explaining what happens with "ovens breaking, pilot lights going out, the grease trap overflowing."

Overall, participants recalled that these classes never truly replicate industry life and may ultimately be a detriment in the education experience. SG felt that educators' attitude in service classes was that "we're just going to hold your hand the whole time and not actually give you a real-world experience." Educator GN remembers being on dish duty in a class as "funny, because it's realistic, but it's not." The nature of the class revolves on the instructor:

If it's an instructor that is still in touch with reality and knows what's going on in the food scene, then I think it's more real. But sometimes you get instructors that are just—honestly, you're making a big pan of something and just plating it up, and that's not real. In restaurants, we don't really do that. That may be in a cafeteria but in a regular restaurant, no, you're cooking to order. And I think learning that skill, learning how to cook to order, could be something that schools could work on. (LT)

A solution one participant proposed for a more realistic restaurant class would be to lengthen the daily and term length of a class.

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I would probably create a restaurant class, a real restaurant class where they're coming in, prepping, setting up for service, executing service, and breaking down. It would be a class that is not nine days long; it would be a class that's probably three or four weeks long. It'd be a class that's four or five days a week. Everything from getting the ingredients—and not just ordering them, but actually going to see where they come from—to writing out a prep sheet to setting up a station properly, all those things. (LT)

Outside the service class, participants also expressed how daily classes, while not necessarily mimicking the restaurant environment, could have included elements more connected to how the restaurant industry functions. Recent graduate WU reflected on how the overabundance of space and equipment in classrooms "wasn't preparing you for real life. It was pampering you." Recent graduate SG felt that more exposure to current restaurants in the form of field trips would have improved his education experience. Chef TF would like to see more field trips to other areas of the food industry.

Educator GN explained how one colleague currently attempts to mimic a restaurant in a non-service class:

But the other way you can simulate it is if you actually have them push out their appetizer—their soup, their salad, their entrées—all in ten-minute increments. So, for instance, then the chef would walk by and look at each one's entrée or whatever their dish, try it and then, while that's happening, then the other people on their team are pushing out the next entrée or their next item. So you're in a classroom environment, but it's not really a restaurant per se, but you've simulated a restaurant mentality, because you're doing these all and then you're cooking and you're prepping and then putting together. And it's really team-oriented, too, so this way, like if I'm in charge of salad that day, but I need help because I'm in the weeds, then somebody else can jump in, you really wouldn't be in the industry. So it's kind of cool. (GN)

Overall, participants recalled that service classes presented a more realistic impression of the daily activities of the restaurant industry. Participants believed that greater exposure to the functioning of a restaurant, besides a few lunch or dinner services, would strengthen the connection to the restaurants by having students gain some initial experience. They believed that

classroom activities could be bolstered by having industry professionals participate in the education setting.

Industry Involvement

Participants believed that incorporating industry professionals into the educational environment would also strengthen classroom learning activities while creating a bond with educators. They reflected on the dynamic that industry professionals brought to their education versus traditional educators.

Chef CM and recent graduate KC both stated that the connections made in these encounters with industry professionals help increase faculty members' networks and provide students with a more accurate representation of the restaurant industry.

> We could have brought more people, like more chefs in the real world, that actually come in and sit, and maybe just give us a lecture. Maybe just tell us, "This is what it's like, this is what I do. If you're interested in learning more..." Just take the time to know people, extend, branch out. Talk to people, and do more things like that. We could have actually just went out and see things for ourselves, rather than being in the classroom writing PowerPoints and watching movies that are ten years outdated and like. (SG)

Chef CM believed that it "surrounding students with professional people" is extremely important. An industry professional in a classroom setting can provide a very different learning environment.

> From my experience, when I came here, it really seemed like the students were super-interested in what I had to say and what I was doing. It seemed like it created some excitement for them for someone who's currently a chef in the industry to be there working with them. (HG)

Recent graduate KC appreciated the importance of students working with industry professionals in their home educational setting.

The location of the school was a factor highlighted by participants regarding industry involvement in the classroom. KC explained that his school's proximity to Center City Philadelphia was an asset in attracting industry professional, while for TM, distance from the city was a hindrance in attracting industry involvement.

Industry involvement also affects student employment during and after education. Instructors EB and TM both explained that they consistently field job requests from current industry professionals. BT said that one instructor would routinely identify potential students for employers and help them gain industry experience. Ultimately, those students were "above the curve" compared with their classmates because of this exposure. KC was only presented with one job opportunity from his faculty, which he believed was at a below-average establishment. CM had an educator poorly match him with a job where he was "fired in 20 minutes." A chef-instructor's involvement with the industry can greatly assist in job placement.

> Get out of the school and be present to the industry, just like the students, because I think it's a school and they need to be making those connections for the students to help support them with these connections that you need to set them up with. You can't just tell a student, "This is the connection you are going to make," if you don't have it yourself. You need to be present in the—I think you have to be as present in what the student is doing. If the student is going to want to stage some place, and you don't know that chef or have never eaten there then I think the teacher as a mentor should be a part of that— know something about that chef, know something about something about what's going on in that restaurant and that cuisine, to be able to identify with the students to help them grow. (TF)

Arranging stages for students was an essential byproduct of this involvement, according to TF. One industry professional explained that he is more willing to accept students when they have a personal connection with the educator and the institution.

> I think if the teachers are well respected in the food world, then they should be able to help find jobs. Like, you call up and say, "Listen, I've got this kid." You're not calling me up and saying, "Johnny here comes in late every day, but I really need to place him

somewhere." You're saying, "Little Richie comes in and he kicks ass. You got a spot for him?" and I'm going to say yeah. (KN)

Participants agreed that industry involvement presents a realistic picture to the students and motivates them. For example, one participant explained that a classroom run by an industry member would possibly have a stronger and more realistic focus on activities and help change students' perspectives on standards.

> If you get Jean-Georges to come in here and do a class—a six-week class or whatnot—they are going to be like, "Holy shit, Jean-Georges is here. He's teaching a six-week class." And if he came in, and he comes in like he does in his restaurants, bet you half the kids in your class won't be back. I have to be honest. There's going to be standards that are upheld. (KN)

SG said that the industry professional involved in one of his classes "was the only one getting a taste of what's happening now, what's going on now, and coming in and sharing it with us and giving us an outlook on the outside and what's to come." KC viewed dining at an outside restaurant as part of a class as a valuable moment in his education and said that having industry members in class broke up the monotony of the educational setting. According to HG, "It was cool to see somebody else's point of view." Lastly, CM viewed a marked difference between having a faculty member teach a class versus an industry professional: "Everyone paid attention and tried. They upped their game a lot more. I think, too, working with potential employers is good and I think kids are going to be a little bit more receptive to it" (CM).

Participants highlighted connecting industry professionals with educators and institutions as elevating the educational setting by providing students with a foundation for what is expected in the restaurant industry. They believed that professional standards are more strongly enforced in these classroom settings and that industry involvement can also assist in students' initial career steps by providing a first job. In addition, the physical presence of adjunct instructors who are

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concurrently working in the industry and guest chefs participating in one or more classes can strengthen the educational environment.

Adjunct Professors and Industry Instructors

Culinary education utilizes adjunct professors who are concurrently working in the restaurant industry. In addition, education institutions may incorporate industry professionals into special events. Participants believed that adjunct professors with current industry experience and industry chefs presented an added element to classroom exercises and created a better bond between education and the industry, which ultimately strengthens students' learning experiences.

Adjunct instructors presented a realistic industry picture to the participants in the education setting as they were currently involved in the industry and bring that perspective to education. Adjunct instructors also provided more current knowledge and advice on the restaurant industry to their students.

> So I've one teacher who was the person pushing me to go get that experience…to tell me, "Go work, go start at this place, go eat here, go read this book."…That was the only person who is really pushing me and teaching me how to learn in a kitchen and outside the classroom. (KC)

Recent graduate BT stated that he would have appreciated the use of adjuncts in his education, but understands the difficulty of attracting industry professionals to. Incorporating adjunct teaching with active industry schedules can complicate an already demanding work schedule.

> I think that they need like an influx of younger—chefs that are coming in from the industry like somebody who has worked in the industry for like four or five years and wants to take a step back and be an instructor. But the problem is that, I don't see myself being an instructor, because at this time all I want to do is work in—like a restaurant. Like I want to be a line cook or whatever. I don't want to take a step back and slow it down because right now I'm looking to push myself really hard, and I feel like if I feel like that then it's probably a lot of people that feel like that, and those are the people that need—if myself and some of the people from Zahav could come and teach a couple of

classes at school I think that would be great, but I don't think any of us want to do that. (BT)

One educator participants believed that adjunct instructors serve a dual purpose in educating both students and faculty.

> Even though they're hard to get because they're working in the field, I love bringing in young adjuncts. We actually have two, specifically, that have been totally great for the students and faculty. And they've been very supportive of the college, just donating their time. But it's hard to find those adjuncts to come in and do a class because they're working so much. . . . They say, "Listen." They really bring to life the real-world experience, too. "Okay, if you did this in my restaurant? Listen, you'd be gone. Right now, right on the spot, I would've sent you home." And they're like, "Wow, really?" So I think that is an eye-opener for the students, too. So it's another benefit to have those adjuncts as well. Yeah, they're in the now. They're doing what's prevalent, and it definitely brings to light a little bit more of what's current. And that's a huge plus for everyone. (ED)

SQ believes this gives the student a sense of what they will be doing in their professional work environment. Chef CM feels that education needs industry adjuncts involved because they tend to give a current perspective to the classroom. One participant stressed that adjuncts are extremely effective based on their current involvement in the industry versus some full-time educators.

> I mean I either think that a lot of the faculty should be adjunct because then they're still active, they still have their finger on the pulse what's going on in the industry. Because I feel like if you're just—I feel like if you're just doing this, then I think you could possibly just do this and get disconnected from what's going on around you. Or I mean, I don't know how else to do it other than that and I think you still have to be in the industry somehow. Or like connected some way. (CM)

Ultimately, the use of adjuncts and industry educators aided in bridging the transition from school to industry for participants.

The overall connection between the restaurant industry and education is reflected in the classroom activities utilized on a daily basis and the involvement of restaurant industry

professionals in the classroom as adjunct professors and guest instructors. Each of these elements assists in the development of a classroom model that better prepares students for the transition to working in the restaurant industry. This hands-on restaurant experience is one example of PD that full-time faculty could utilize to improve the overall education atmosphere. The importance of faculty PD is the next theme to be addressed in relation to how an instructor's current knowledge of the restaurant industry can transform the education experience for students.

Professional Development

Professional development (PD) consists of methods and techniques educators use to increase their professional knowledge and transfer it back into the classroom setting. Participants believed that there are many forms of PD that can be utilized by culinary educators. Some of these methods were physically demanding, while others involved education on trends and current issues. Participants highlighted the role that PD could play in strengthening faculty and institutions and discussed the role of the ACF, faculty staging in professional kitchens, and dining out as methods to gain greater perspective on the restaurant industry.

Outdated Instructors

Participants recalled seeing flaws in their educators once they realized that they were no longer current on or relevant to the modern restaurant industry. This realization changed their perspective on the education they received and also the type of education current graduates are receiving. Ultimately, participants stated that outdated educators hindered the learning environment.

Many participants recalled seeing their former faculty in a different light once they started working in the industry or returning from an educational internship. CM stated, "I do not have conversations with them at all [chuckles], whereas before I think I would talk to them and

pick their brain. Now, I say enough to be polite. That's pretty much it." CM believes that complacency has caused educators to get worse over the years. BT saw a big difference when faculty were exposed to even slight pressure. For example, in his service class, he felt: "Holy shit, this is crazy. These guys are getting stressed out trying to run a kitchen that's serving 30 people." (BT). It is important for educators to maintain their skills in order to gain the respect of their students.

> Because they look up to us because they don't know any better, that's why. And then you grow up and you realize that either, A, you are more educated than the instructors that taught you or, B, you still have a level of respect for those instructors, because of the fact that they can still run circles around you. (GN)

Many of the participants discussed why they felt many instructors had become outdated in culinary education. KC feels it is a combination of "complacency" and a "lack of connections." CM believes that they are not into food and that education was an escape from the industry. SQ suggested that fear and laziness as the cause of the problem. SQ stated: "people get set in their own ways. I do believe you can teach an old dog new tricks, but that dog has to want to learn. And if the dog doesn't want to learn, it's never going to learn." As such, these instructors rely on older methods, separated from the current state of the restaurant industry, and ultimately the student suffers. Educators may have reservations about participating in industry activities for fear that they will not be able to hold pace.

> They're scared to jump back in. It's really weird. Like I moved here from across country, but I've been able to build a lot of culinary connections, because I've put myself out there constantly. And I try to push myself consistently. But if you're just kind of laying below the radar, which a lot of people do—it's like they get here and there's like, "Oh sweet, they're on vacation for the rest of their life." And I had a hard time, when I became an instructor, because I felt like I was just a washed-up chef. (GN)

One participants believed that older educators may find it difficult to maintain current industry standards.

Sure. The younger staff were, for sure. A lot of the senior staff, they had a hard time. It was constant. Every semester, we're learning something new, and we had to apply something new. We're getting more involved in the past five years with doing a better job with student advising as well, too. So that's a whole other avenue there. Our ordering system, it's all automated computer—where it used to be handwritten requisitions. So just learning the technology as well, that was a big transitional stage. (ED)

Being physically removed from the kitchen environment was a factor that one participant stressed can increase the disconnection between a faculty member and the industry.

Lack of acknowledging what was going on in the field that day. And also, it's something I think chefs—I think it's a bad habit that the chefs get the longer they're out of the kitchen working, or that disconnected to the point where they forget what it is truly like to be in a working operating kitchen. (SQ)

One recent graduate noted that it is important for educators to be informed personally and professionally about the current leaders in the local restaurant industry.

That's the only crazy thing is I don't—half or not even half, probably more than half don't know what's the hottest, they don't know who Michael Solomonov is. They don't know anything about that, which is crazy because if you're in the industry in Philadelphia at all, you don't have to like the Yard or like the restaurant but if you don't know that name or the name of Cook-N-Solo, that's fucking crazy because whether you like them or not that's one of the bigger names of the city right now. To be an instructor of young students that are when you go out in the industry, and if you don't know who he is, you're not going to know who Greg Vernick is, and you're not going to know who George Sabatino is, and these other chefs that are fucking great chefs. If you don't know the guy who's the most popular, how are you going to know the other guys? Those are the connections that they should be making, and I feel like that's kind of lost. (BT)

Participants believed that educators need to be informed about the elite restaurants in their vicinity or risk losing the respect of their students. According to KC, "We have James Beard–nominated restaurants, and I don't think a single one of those teacher has been to any of them."

Educator GN states that you can't force your faculty to stay current. SQ believes that sometimes the students are not the only ones in the classroom who need to adjust their

perspective. It is important that educators maintain the right perspective about current norms in the restaurant industry.

> Simply putting it, sometimes people want you to be in la-la-land. And that's what college sometimes is, in perspective to people. I've learned in times, sometimes la-la-land isn't just the students, it can be the faculty. (SQ)

Participants viewed outdated instructors as a hindrance to education and related this issues to problems many industry professionals have with graduates. PD can either alleviate this problem or further exacerbate it. The ACF was one of the main PD tools participants referenced.

The American Culinary Federation

One major avenue of PD for educators is involvement in the American Culinary Federation (ACF) and its continuing education program and meetings. Although the education system places an emphasis on the ACF and its standards for continuing education, certification, and PD, many participants did not even know the organization. Other participants did not see the value of connecting with the ACF.

> Educators were the primary participants who had involvement in and exposure to the ACF. Only one educator had any favorable views on its current state; most viewed it as a club for older men.

> It is just like a club for older guys to get out and get away from their wives. Once a month, they can go eat some good food and get out and have some drinks and socialize among themselves. (EB)

They also saw the ACF as too ego-driven.

> Oh yeah. I'm part of the ACF. So I know there's like 200 members and I see where everybody's from, what everyone's doing, and I see the egos. And I see the chest puffed out. And I see all this crap. (GN)

Participants viewed the ACF as irrelevant, as its members are not properly connected to the prominent restaurant chefs in their regions.

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They are so far gone out of the industry and out of what it truly is. And it's because the members or not, the members that are part of it are the ones that are not connected to the industry. For instance, all the movers and shakers, let's just say Philly, Vetri and Sbraga and Nick Elmi, they don't give a shit about the ACF, because you know what? They don't need the ACF. They've made it on their own. And what's the ACF going to give them? What's it going to—nothing. Honestly, at the end of the day, there's nothing the ACF can give an executive chef or a chef restaurant owner, because the ACF is trying to keep up with them instead of the other way around. The ACF should be leading the industry, not trying to catch up in the industry. (GN)

One avenue that educator GN believed would be beneficial to the ACF's development is to strengthen the educational component in its meetings: "You need to deal with education, but the chefs that would provide the education really don't get anything out of the ACF." Ultimately, these meetings do not provide the key educational component necessary for the development of the next generation of chefs.

I think they had great intentions. I think some of those older people need to go. But at the same time, they need to cultivate and nurture the younger people, and grab those restaurant people and get them involved. And I think they need to lighten up in how they do things. I think they need to do more educational stuff. (TM)

Further, educator SQ stressed that the education provided at these meetings is not current.

I see more of a breakdown from it, and I honestly don't want to really be a part or considered a part of that group. I may be interested just to see what they're doing. But in the past, definitely the last three or four years, I have not seen anything that is cutting edge. In fact, a year ago, I sat through a demonstration of sous vide at the ACF. It's something if you were in tune with what's going on and something you would have seen a demo on five years ago, and seen maybe a special book written like Under Pressure when that first came out. But the ACF was doing it a year and a half ago. (SQ)

Only one educator, ED, had favorable things to say about the ACF, stating that "we are ACF-accredited, which I think that's a great piece of marketing tool" and that affiliation is a "good resume builder" for students). However, ED has stayed away from the ACF recently because he felt that it was becoming too political and that meetings were becoming more about vendors selling items versus education.

Recent graduates and professional participants did not have any favorable impressions of the organization.

> This stuff that—in my personal career, none of that interests me and I think it—I don't know, I don't want to say what they do diminishes and sets backward growth of food, but it's gotten food into this pretty plate contest in my mind or in that skills test mind and there is other parts to that, running a business, and we have the big tests on that, but there's something missing on—like it's cuisine, it's this over-refined—I just see it as an over-refined system of the ACF. (TF)

One recent graduate believed that the ACF does not actively reflect the restaurant industry.

> It's not a thing that is brought up in the real world as, like, experience or anything. So when I didn't learn it in culinary school—I haven't heard anything about it in culinary school, so I'm not familiar with it. (SG)

One participants mentioned that attendance and participation in the ACF is not enticing to restaurant professionals.

> I know of it. I don't know anything about them. I've never been to a meeting. I'm supposed to go. There's two meetings I was supposed to go to, one last week and then one a month ago. And I just don't want to go. (CM)

This image problem was based on the participants' opinion that ACF members are not viewed in high regard by restaurant chefs.

> To me, it's a bunch of guys that, one, they don't know shit about the culinary business. Two, they go to toot their own horns and talk about all the shit that they know, that they really don't know. Three, maybe, people that didn't really ever make it in the culinary arts world. (KN)

Neither was the ACF's professional chef certification program held in high regard. As one chef remarked: "To me, it's three letters they get to put on their jacket" (KN).

An educator participant believed that the ACF is not making the proper strides to engage members of the restaurant industry workforce.

I don't know what the ACF is doing. I think that there's people involved in it that really aren't in touch with what's going on in the restaurant industry. They may understand country clubs, but as far as restaurants, no, they've no idea. Well, I think the ACF needs to find a way to re-invent itself within the industry. I think it needs to find a way to get involved with, not just country club chefs, or hotel chefs, or food and beverage directors, but chefs that are cooking in restaurants almost all the time, when you see the chefs with fancy jackets, it almost tells you that they don't cook. I won't say it always does, well, almost always. They're not cooking. I think that with the ACF, there's a lot of people in the program that aren't really in touch with restaurants. (LT)

A student participant believed that educational institutions with a strong focus on

encouraging students' ACF involvement may hinder their career development:

I think they focus on the things like knife cuts and all that kind of stuff. Which I think that's a good program for people when they're first starting school, but for people who rely—there's one student in my class who's, we actually call him Mr. ACF because he doesn't have a job, he doesn't do anything, but he's all over that shit. He's like in this young chefs' club and all that stuff. But he sucks at cooking. He's very bad. That's like the joke, because he's this person that's held in such high regard by all the instructors. The instructors love this kid but his food sucks. None of those kids have jobs outside. They're all younger, maybe fresh out of high school, and they don't have industry jobs, they just do all the stuff. I think that's cool and I think that's a good way to learn but I don't think that it's a supplement for just getting your ass kicked, honestly. (BT)

Members of the restaurant industry in each segment felt that reliance on the ACF was a

poor choice for PD. They viewed it as out of touch with the industry and possibly detrimental to

the career growth of students. Other forms of PD that are explained in the next section were

viewed as more appropriate .

Staging and Dining

When reflecting on the types of PD educators should undertake to remain current and relevant,

participants stressed the importance of continual work experience in the form of staging, working

chef-related events, and dining at relevant restaurants. Participants believed that these avenues of

PD would translate better to the educational setting.

The ability of faculty to bring their industry dining and work experiences to the classroom was one component HG fondly remembered ten years after graduation:

> I do remember every once in a while, a teacher would talk about going to like Vetri or something, and that was exciting. Even just to hear about them going somewhere, it was like, "Wow, what did you have?" Just hearing about what was going on there because I wasn't going to be able to go there. It's way too expensive for a student to go there. So even just hearing about it secondhand, that was kind of cool. It excited me, to do some of the stuff that they were doing or even just talking about. (HG)

Returning to spend time in the industry through stages was one method participants suggested when asked how educators can improve and become better informed about the current state of the industry. One chef said, "Too many educators are stale. They need to continue to work in the industry, and not take industry courses but actually go and work in industry" (LT).

Faculty's removal from the industry can detract from graduates' respect for their former teachers.

> I would love to see any of those three professors that I had as faculty members when I was here, I'd love to just see them in the kitchen for a day. I would love to work side by side with them for a day, and just see them get absolutely annihilated in the kitchen because they have no idea what it's like anymore. No idea what it's like to be in a professional kitchen. I don't know. I think maybe that's the first step. (KC)

Participants believed that involvement with professional kitchens while teaching may be more appropriate for younger educators. However, constant education is needed at any age.

> If you have an older educator then necessarily I wouldn't, but the younger guys, yeah, I would make you work in a kitchen. Like we can give you certain days, and we don't need you these days, and you want to go forth and learn more, and hands-on, that's fine. You should do that. (SG)

One chef participant argued that experiencing kitchen activity could reenergize some faculty and their classroom approach.

> I think that's a great idea, honestly. If you're trying to prepare kids for being in a current restaurant setting, you should know a little bit about it, and it would be great for a

professor who maybe he hasn't been in a professional restaurant kitchen five, six, seven, eight years. It would be great to go do a stage somewhere, just get back into it, maybe even get that passion again to relay that to the students. (HG)

In addition, consistent work experience is essential to continually maintain current industry

standards, in the perspective of a chef participant.

> I think that they have to keep working. I think it should be mandatory that they do almost six-month stages with places. Otherwise, what's the point? If you're in an education environment you have to know what you're doing. (CM)

Immersion in the industry would give educators experience that they can bring back to the

classroom.

> No, spend not a week, spend a whole summer. I mean, I don't think a week is enough. Yeah, I don't think a week is enough. I mean, again, it's like a snapshot of what's going on and that's it. No, I think educators—if I were to look at Johnson and Wales or Drexel, both of those programs are trimesters, maybe it's one whole trimester that the educators in the industry working, so that they can come back and apply that. (LT)

One educator mentioned that faculty members' personal lives may restrict them from working

outside their educational institution. However, this work experience is necessary for the learning

environment and one that educators must remain focused on.

> Yeah, the working sabbaticals, I definitely—listen, I'll be honest with you. I think I was the only one that took [chuckles] advantage of it. I don't know. Some people, they have a different life now. They've got families. They've got grandkids. They've got this and that. I don't think a lot of them are up to working a Saturday, working a Sunday brunch, whatever the case is. They're used to what they're doing now and their quality of life. But you've got to realize, too, and this is, it's going to benefit the students. You've just got to suck it up [laughter]. (ED)

Working food-related events was another form of PD participants highlighted. One

educator commented, "By the way, I like the stage idea very, very much. But I did that for—I

won't even call it a stage, per se, but just working special events with chefs" (DT). One chef

believed that simply interacting with professional chefs can assist in PD. In his words, "There's a

lot of stuff you learn at this point, like over a beer talking with other chefs and be like, 'Hey what

do you with it? How do you do this? Or what's your approach?'" (CM).

Participants believed that the combination of events, staging, and dining can assist in

educating the instructors on an industry that is dramatically changing. Simply stated, "If you still

want to get better, it's to go read, to go eat, to go cook" (KC). Other avenues related to the

confines of the kitchen environment.

> Quickly summing certain things up, things you can do. Go out and eat, go out and meet, go out and work with other people, go out and listen to other lecturers. Go out and see almost—at conferences, what people can offer to you as a side-by-side or working alongside of someone, or just observing how people work in their own setting. There's so many things, even just going and asking a chef if you can observe his kitchen. You can still see and learn from how an environment today is totally different than an environment when I first started working in the kitchen. Let alone 40 years ago. (SQ)

Educators could also simply dine at many of the top restaurants in their local area to

observe current cooking trends. This method would also connect them with the major chefs

currently cooking in the profession. As chef HG stated, "I think those teachers need to go out and

eat and see what's current."

Participants stated that dining out could provide a better perspective on the food being

produced in the restaurant industry. Educators who fail to eat at the proper establishments lack

the exposure some students are in search of during their education.

> I never saw a single one of them at our restaurant… Eat out. I hear some of them that's really funny when they tell the class, you know, they say, "Oh, yeah, we're always eating and tasting these foods," but they couldn't tell you any restaurants they've eaten at recently, probably in the actual city and heart of Philadelphia. They probably have their typical little pizza joint down home in the suburbs or something, but like I don't think any of them—any of those three have been to a restaurant that we would consider good, up to par. We have James Beard–nominated restaurants, and I don't think a single one of those teachers has been to any of them. (KC)

Also, dining at the right restaurants was one participant's suggestion to enhance educators' perspective on the current food industry.

> I think they need to be out there in the restaurants, the restaurants that are doing the cool things, the new things. The restaurants that are doing the really good food that's modern, that's new. It doesn't necessarily have to look fancy or great, but it has to be good and it has to be modern and current with what's going on in the industry now? (HG)

Lastly, another feature of dining out was connecting the educator to members of the restaurant industry.

> I think they should be checking out the new cookbooks, what's happening in the world of cooking, have some connections in the restaurants. Know a bartender, know a chef. Talk to these guys. What are they saying about the industry, and having an open mind to all this. Just be open to what they have to say, learning what they have to tell you so you can pass it on to the students. (HG)

Regarding educators' failure to dine out, educator CS believes "they're losing a lot. I think they're missing out on a lot." Educator ED stated, "You get to see what people are doing out there. It's a part of the research." Proper restaurant selection can aid the educator in organizing classroom activities.

> I go out three or four nights a week. If I go out and I eat something or somewhere and I see something new, damn, I'm going home. And I'm going to try to create that. I think that keeps my cooking fresh. Seeing what other people doing keeps it fresh… one of the things that I do is I try to teach—the people that I'm teaching at any given time, I'm trying to always teach them what the industry is doing, not what La Varenne did. (DT)

Some participants were concerned about the age of culinary faculty and their ability to work in the restaurant industry. These participants presented other avenues to have them remain current. Continuing education and research initiatives can be an avenue to remain current in their field.

> They could research. They can actually do what they tell us every day, and sit down and study and learn something. Just because you're a teacher doesn't mean your education should stop as well. You get a degree and that's just a stepping stone for you to learn

more. Rather than say, "Okay, I have this. I'm an instructor. I want to instruct, that's it. I don't have to learn anything while I'm going." There's a lot of things they could have learned from the students. Saying like, "We want to learn more. We want you to learn more just to teach us more." Rather than, "You have your curriculum. We get it. You know that—you know your curriculum—but what's going on outside of that?" (SG)

Participants feared that older educators could be hindered by the physical nature of the daily restaurant experience. However, other avenues as simple as reading can inform these educators on current industry issues.

> But for the older educators, how hard is it to sit down and read an updated book about something you've been cooking for a long time? Read an article on different foods and different people. Like Monsanto, chemicals, and GMOs. And learn about more chemicals that are being used in foods and preservatives now, to make us aware of that, rather than things that they were using years ago, and is not even recognized in the real world. (SG)

Finally, one chef participant believed that institution could monitor educators' continuing education by having them complete book reviews to remain informed: "At the very least, you should get—it's mandatory that they read and do a report on all the James Beard Award–winning or nominated books every year—something" (CM).

Some participants believed that educators should remain working in the industry to remain current. Other participants thought educators could utilize their dining experiences to transform the classroom. Minimally, participants expressed that educators should read current and relevant food-based works to remain informed about industry trends. In the participants' opinions, these methods would assist in the proper education of the next generation of chefs graduating from culinary arts education programs.

Results and Interpretations

This section of the chapter reviews the results interpreted from the findings discussed above. Four results were identified: a) influence of faculty on the career development of graduates; b)

professional development of the education; c) industry involvement and connection in education; and d) realistic classroom activities.

Result One: Faculty-student connection is an essential element of career development for culinary arts graduates.

This study found that the mentoring relationship between faculty and student can be instrumental. Mentorship or failure to properly mentor a student can shape the development of the student inside and outside the classroom. Participants valued the connections and advice they received from faculty. They also observed that faculty who failed to provide some advice to themselves or other students were detrimental to students' growth. They believed that mentorship could be increased by having students have repeated instructors throughout their education; this aligns with Horng and Lee's (2009) view that educators are mentors and are extremely influential to the education and career development.

Faculty are a key connector between students and the industry in job placement. Recent graduates and chef participants recognized that faculty were instrumental in helping them find their first jobs. Educators believed it was essential to get students working in the industry when they appeared ready. Participants identified the ability of a faculty mentor to find them employment that would benefit their career as a major feature of their education; conversely, faculty who failed to properly mentor a student in the search for a first job or placed that student in a negative situation were detrimental in the participants' early careers.

Faculty mentorship in the classroom was evidenced by challenging students in their classroom exercises and adjusting attitudes that would have been detrimental to their careers. Participants valued faculty who challenged them as students and future professionals. They had

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witnessed students who were not being challenged and the detrimental effect it had on their education. Educator participants felt that challenging students was essential to their mentor role.

Many participants saw a failure in education when a student only had the opportunity to have a faculty member for only one class in their matriculation. Participants felt that this greatly hindered their development. Students and educators both observed that failure to be able to engage a student repeatedly in classes limits their development because faculty fail to truly build on a student's ability. Participants believed that increased exposure to educators would greatly enhance the education experience by allowing the continual progression of a student through the guidance of faculty in multiple classes.

Result Two: Classroom activities do not mimic the realities of the restaurant industry.
Participants had many complaints about classroom activities in education. Some expressed a belief that education should expand past the model where students receive recipes and then practice a dish once. Restaurant lingo and verbal recipe transmission were their preferred method of culinary education. Participants believed verbal recipes would better simulate many restaurant experiences and force students to become more knowledgeable about kitchen terms; this aligns with Mitchell, Woodhouse, Heptinstall, and Camp (2013), who encourage moving away from recipes as the only form of classroom production.

The evolution of curriculum was another focus for participants as a method to improve education. Participants described outdated techniques and recipes and complained about recipes not mimicking the realities of restaurant dishes. Many cited recipes and dishes utilized in their education that they never witnessed again once they graduated. Participants believed that certain classes needed to be modernized to more adequately reflect the changing nature of the restaurant

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industry; this aligns with Müller, VanLeeuwen, Mandabach, and Harrington (2008), who encourage new and evolving curriculum.

Service classes were very well received in their relationship to the industry and how they give students a glimpse of restaurant work. Participants advocated increasing the time allotted to these classes as well as increasing the number of service courses within a program. They believed that these classes are an introduction to the restaurant industry and need to more closely mimic the daily realities of working in a restaurant.

Participants were concerned about the types of equipment present in education. Many noted that classrooms did not have the tools that would be seen in a restaurant kitchen or that, when the equipment was present, educators were not trained to operate it. Other participants feared that relying too much on technical equipment could crowd ou the necessary basic cooking techniques from class.

Repetition was a desired element for all segments of the participants. Many recent graduates and professional chefs remembered doing an item or technique once in a class and never having that reinforced in that class or any later classes. They felt that increased repetition would enhance students' skills and efficiency. It would also better mimic life in the industry, where most tasks are repetitive. Despite this desire, they agreed that such repetition could present a financial hardship for schools by increasing food costs.

Result Three: Restaurant industry involvement through industry professionals and adjunct chefs in the classroom is beneficial to culinary arts education.

The connection between education and industry within the classroom setting provides an invaluable experience to the student and faculty as well as assisting in the development of the incoming workforce. Participants who experienced an industry presence in the classroom

through events and guest lectures greatly benefited from it. Adjunct professors provided this experience on a longer-term basis.

Participants viewed these opportunities to work with industry professionals in a classroom setting as potential job opportunities. Students' classroom demeanor and focus greatly improved when industry members were present in the classroom versus traditional faculty. Educators were able to expand their knowledge as well as their professional networks through these events. Gursory, Rahman, and Swanger (2012) emphasize the importance of industry involvement to updating curriculum, arguing that working chefs can provide a "much more relevant, up-to-date, and practical overview of subject matter" as well as increasing job and faculty networking opportunities. The dose of reality transformed the classroom setting.

Adjunct professors and industry chefs participating in the classroom also bring a fresh perspective to education, in the participants' opinions. Their knowledge of the current industry norms and standards transformed the classroom experience to be more closely related to the realities of the industry. It also better prepared students for industry success, according to recent graduates; this aligns with Mac Con Iomaire (2008), who reports that industry presence incorporated the skills necessary for industry success into the classroom.

Result Four: The professional development of educators is necessary to the quality of the overall education provided by an institution.
Participants believed that educators could do a better job in their professional development. Educators believed that various forms of PD could better acclimate educators to the restaurant industry. An education system that is current and connected to the local industry is very important to the quality of education. This view aligns with Hegarty (2011), who believes more educators need to develop critical thinking in their classroom exercises.

Participants viewed educators' experience in and relationship with the current restaurant industry as crucial. Recent graduates and chefs appreciated educators who are involved in the industry, as it adds credibility to the institution. Those educators with industry experience are viewed more favorably by and gain greater respect from their students. Both aspects increased the influence of the education experience. Hertzmann and Stefanelli (2008), in evaluating culinary arts programs, found that faculty members' industry, subject matter and teaching experience were key components of a quality education. Phelan, Mejia, and Hertzman (2013) also found the importance of industry experience for educators in this field, as realistic industry concepts can be applied to the classroom to prepare students when they enter the workforce.

The participants discussed the types of PD best suited for educators. The ACF has long been connected to education and PD for educators, but the participants all felt that relying on the ACF as a primary form of PD was not very effective. The majority felt that the ACF was very outdated and did not appropriately reflect the restaurant industry.

Many participants believed that staging and dining were extremely important for educators to hone their restaurant industry skills. Additionally, they would be able to bring these attributes back to the classroom. This exposure would better educate them to restaurant trends and modern techniques, and provide an invaluable connection to industry professionals. This aligns with Miller, Mao, and Moreo (2010), who argue an internship model would benefit educators.

Participants would like to see educators dining out viewed more as a form of PD to update them on trends in cooking. An ancillary benefit is personal interaction with current restaurant industry professionals. These interactions could lead to discussions on food and food

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issues as well as increasing the educators' professional networks. The relevance of the educator and their connection to the industry bolsters students' respect for them.

Summary

This chapter focused on the findings of the phenomenological study represented in four central themes from the research. Findings were presented through the voices of the research participants and include: a) mentorship, b) realism, c) restaurant connections, and d) professional development. Four study results were identified and discussed as they relate to the themes of the research. These results were: a) faculty-student connection is an essential element of career development for culinary arts graduates, b) classroom activities that better reflect the industry would better prepare students for the transition to the workforce and assist the restaurant industry in workforce development, c) restaurant industry involvement in the educational setting would improve the educational environment of culinary school, and d) the professional development of educators would strengthen the culinary education by forcing a more realistic view of the industry. Each result was presented in this chapter and its relationship to relevant literature shown. The findings, results, and interpretations discussed throughout this chapter provide the foundation for the recommendations offered in the following chapter.

Chapter 5: Conclusions and Recommendations

Introduction

The purpose of this qualitative research study was to describe the lived experiences of culinary education in relationship to the realities of working in the restaurant industry. This was accomplished through an analysis of the literature, one-on-one interviews, focus groups, and field notes.

The researcher utilized the approach of Moustakis (1994) while conducting the interviews and related qualitative data analysis. This process allowed participants to express their experiences and beliefs connected to the study's findings based on the descriptions they offered. Four main themes emerged from the findings: 1) mentorship, 2) realism, 3) connection to the restaurant industry, and 4) professional development.

Results were developed from the study's findings in relation to relevant research literature. The results indicated that faculty-student connection is an essential element of career development for culinary arts graduates; that classroom activities do not mimic the realities of the restaurant industry; that restaurant industry involvement through industry professionals and adjunct chefs in the classroom is beneficial to culinary arts education; and that the professional development of educators is necessary to the quality of the overall education provided by an institution.

The conclusions of this study relate to the research questions and the findings detailed in Chapter 4. These conclusions are ultimately formulated from the shared experiences of the participants. The following section discusses the conclusions reached. The answers to the study's three research questions center on culinary education's role in preparing students for industry success, the restaurant industry's connection to culinary education, and PD tactics to keep

educators current in the changing restaurant industry. Recommendations for practice and research follow the discussion. The chapter ends with a summary of the study and the researcher's reflections.

Conclusions

The shared experience of culinary arts education through the eyes of recent graduates, restaurant industry chefs, and current educators, all of whom had graduated from a culinary arts program, was the primary focus of this phenomenological study. The research questions focus on how they view culinary arts education in relation to the current restaurant industry. The data provided by the participants' perceptions of their experience developed the findings and conclusions for each research question.

Research Question One: How do stakeholders describe their preparation for the culinary industry, as they emerged from culinary education programs?

When describing their experiences of culinary education, participants highlighted the strengths and weaknesses of culinary arts education with regard to their employment. Recent graduates had stronger perceptions. Chefs' opinions were more reflective of the recent graduates in their kitchen. Educators were more favorable on education. The strength of participants' preparation for the culinary industry was based on their mentors and realistic classroom experiences.

Recent graduates were extremely forthcoming about the weaknesses of their education in preparing them for the restaurant industry, having witnessed the vast difference between the classroom and the professional kitchen. They had witnessed classroom activities that were not realistic based on recipe selection and classroom environment. This disconnection hindered their development. In addition, some of the recent graduates felt that educators were not fully invested in themselves and the institution and failed to maintain currency on restaurant industry trends and practices. Ultimately, this failure transferred to the education received. Some of the students

benefited from the presence adjuncts and guest chefs who were currently involved in the industry. These experiences created connections between their education and their future careers.

Chefs and educators reflected on their educations more than a decade later. These individuals highlighted mentorship as a key feature, whether in assisting in job selection or in teachers' failure to provide the correct guidance. Some participants expressed gratitude to faculty who guided them in their professional careers and even provided them with their first jobs. However, upon looking back at their education, many participants believe that they were not as fully prepared as possible. The shortened classroom hours, failure to have adequate repetition in classroom activities, and the standard of discipline in the classroom hindered the transition to daily work life. The daily classroom life of a student was viewed as soft in comparison with the realities of the restaurant industry.

Research Question Two: As members of the culinary arts industry, how do graduates describe their current relationships with culinary arts education?

Participants' current relationship with culinary arts education was based on the professional connection between faculty and the industry as well as the ability of educators to incorporate industry professionals into the education setting. Perspectives on this relationship varied between each participant group.

Participants who had a faculty mentor had a stronger connection to education. Those participants who failed to make any connection with a faculty member in their education were more removed in their relationship to education. These individuals were also more negative in their views of education. One major complaint was the failure of faculty to remain current on the restaurant scene. Their lack of knowledge of top local restaurants and chefs as well as current industry trends and issues brought a disconnection to their education.

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A connection between educators and industry chefs in the classroom and in outside activities strengthens the relationship between graduates and the industry. Chefs who have been incorporated into the educational setting feel a stronger connection. They enjoy the experience. Much of this connection relates back to the influence that they experienced by having a chef adjunct or guest lecture during their education. Having a professional chef in class strengthened students' and faculty members' relationship to the restaurant industry.

Educator believed in the importance of having adjunct faculty present to increase students' experience and enhance educators' knowledge. Educators who are connected with chefs ease students' transition into the workforce. This interaction also increased the bond between industry and education.

The relevance of the educator and the classroom to the industry are integral to these relationships. Educators and institutions who do not remain relevant are viewed as doing a disservice to the industry. Chefs complained of graduates' lack of preparation because they felt that these individuals had not been properly guided on the realities of the industry. A classroom environment that greater resembles the tasks, responsibilities, discipline, and demeanor of a professional kitchen would strengthen the relationship to education, according to all participant groups.

Research Question Three: How do culinary arts professionals describe their experiences with professional development for their field that is intended to keep them current with the restaurant industry standards?

Professional development was very important for participants. Recent graduates and chef participants highlighted tactics they felt were important to the professional development of educators. Educators described PD methods, primarily the ACF. Overall, recent graduate and

chef participants advocated for PD in the restaurant work setting, while educators relied on methods outside the kitchen environment.

Dining and staging were common methods recent graduates and chefs suggested for educators to remain current in their industry. They felt that dining out would expose educators to current food trends, which would update the recipes taught in a classroom setting. In addition, dining out would increase the development of their professional networks by exposing them to new individuals in the industry. Although educators advocated dining out as a method, the financial strain of this tactic limits the possibility for many.

Participants emphasized staging in a professional kitchen as a method for educators to remain sharp on their skills and keep a current perspective on restaurant industry life and standards. Recent graduates and chefs felt that educators were too far removed from the kitchen and thus do not provide an accurate perspective on techniques and trends. Despite the importance of spending time in the industry, all participants believed that some educators may be hindered by age and physical limitations from spending a full day working in a restaurant kitchen. For these individuals, reading and participating in food-related events were encouraged as methods for CPL.

Educator participants highlighted the ACF as a source of PD opportunities. The ACF provides conferences and meetings, accreditation, and certification for industry professionals. However, educator participants felt that the organization was becoming outdated and was too political to truly be beneficial to the restaurant industry. Also, all segments of the participants felt that the ACF did not adequately represent the population of the food service workforce outside country clubs and hotels. Members of the restaurant workforce participating in the study felt that educators could utilize better PD tactics that would strengthen their connection to the restaurant

industry through professional networking and current experience in a professional restaurant kitchen.

Recommendations

Based on the findings, results, and conclusions of this study, the researcher offers recommendations for improving aspects of culinary education that address the connection between the restaurant industry and culinary education institutions. These recommendations are intended to increase the connection of culinary education and industry professionals in order to lessen the negative perspectives of professionals on culinary education.

The recommendations are offered to culinary education institutions and their surrounding restaurant communities. It should be noted that some institutions have already adopted or are in the early stages of adopting some of these, or similar, recommendations. Overall, each recommendation should be considered in relation to various institutional models and the surrounding restaurant community.

Recommendations for Action

1. Faculty members should instill normal industry procedures and professional standards inside the classroom, versus providing an environment for students that does not connect to the realities of the restaurant industry. Proper criticism of classroom activities and student protocol can assist students in improving their work. Classroom experiences that do not reflect the needs of industry professionals will only further increase criticism of the culinary educational model.

2. Educators should not hesitate to correct students. Students can see the problems that fellow classmates may have upon graduation when not properly corrected in classroom activities and guided throughout their education. Educators can address this by adjusting students'

attitudes and career expectations. Students graduating with false expectations are less likely to succeed in the industry; graduates who are are ill prepared and have false expectations only infuriate members of the restaurant industry and harm the reputation of culinary schools.

3. Faculty should encourage students to gain work experience and provide guidance about careers in the food industry. Faculty should lead students through the proper channels of PD to prepare them to learn outside the classroom.

4. Education institutions should develop a model where students work with the same faculty beyond one course. It is a liability to the education when each student starts fresh with a new faculty member in each class. Increased exposure would help students develop continually outside the framework of one class subject.

5. Students should be presented with modern restaurant equipment and techniques to inform them of current industry trends. A diverse knowledge of equipment would give students a much broader knowledge base, preparing them for whatever they may encounter in the industry. However, relying solely on more modern equipment in the classroom would be detrimental, as students would fail to learn the necessary essentials and foundations.

6. The use of restaurant professionals in a guest lecture setting could further be expanded by employing more adjunct instructors who also work simultaneously in the restaurant industry. There would be difficulty in finding adjuncts willing to take on this additional time responsibility. However, these adjuncts play a vital role in elevating the educational environment, providing an industry connection to the institution and informing students and faculty of current trend and practices. They also provide essential guidance and job placement. This firsthand knowledge of the industry provides the proper framework for

students to choose the correct first job and also informs them about the PD techniques industry professionals use in their careers.

7. Increased PD methods and funding would translate to classroom activities and increase educators' awareness of the current realities of the restaurant industry. PD strengthens culinary education by introducing a more realistic view of the industry. Additional exposure would allow educators to experience trends in the restaurant industry firsthand and then transform these experiences into relevant classroom exercises. Dining out provides a taste experience of trends that many educators only read about or view on television. This sensory exposure can be inspirational and can transfer to dishes produced in class. In addition, dining provides a connection to the industry. This connection is essential for the educator who, by the nature of their profession, can be removed from the daily activities of the restaurant industry.

Recommendations for Future Research

1. Focus further research on shared experiences in culinary education in relation to the restaurant industry with a larger sample population than used in this study to gain more representative data.

2. Study members of the ACF and compare them to segments of this study to examine differences in perspectives based on various segments of the food service industry.

3. Research current students and their perceptions of the connection of classroom activities to restaurant industry experiences.

4. Research the experiences of chef professionals and students before and after participation in a restaurant class guided by an industry member to gauge any changes in attitudes and perspectives.

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5. Conduct a study on the overall education system in the United States and changes made in various other disciplines to modernize their fields of study in comparison to changes in culinary education.

Summary

This study analyzes the connection between culinary education and the restaurant industry from the perspective of members of the restaurant industry and culinary education who were not primarily selected due to their ACF membership. The primary question for this research was: "How do the shared experiences of culinary arts education connect to the restaurant industry?" The findings were developed through the personal experiences of the participants. The research provided data highlighting the importance of strengthening the connection between education and the restaurant industry.

Participants described the role faculty played as mentors in their culinary arts education experience. Mentorship provided job opportunities, professional guidance, and career advice. Mentors who provided tough love in the classroom were viewed as strengthening the education program in comparison with educators who failed to provide clear feedback and criticism of classroom learning activities. Failure to identify a mentor led to a negative educational experience.

Essential to strengthening the connection between education and the restaurant industry is the realism of classroom activities and the presence of educators with current exposure to the restaurant industry. The failure to connect learning activities to the daily workings of the restaurant industry through discipline and teaching a "sense of urgency" hindered the development of graduates. Classroom activities that were more realistic gave a more favorable education experience. Industry involvement in education through guest chefs and adjunct

instructors with current restaurant experience provided valuable classroom learning experiences that developed a stronger connection between education and the restaurant industry. Finally, the professional development remains crucial in order for faculty to present accurate representations of the restaurant industry in the classroom. Faculty who remain current on industry trends and procedures provide a stronger learning environment.

The connection between the education and the restaurant industry is essential to prepare students for the realities they will face in the workplace. These realities include the recipes they will prepare daily, the equipment they will be asked to work on, and the discipline and focus their future employers expect. Education indoctrinates the student into the daily life of the restaurant industry. When education fails to properly prepare graduates, they fail and current members of the industry lose faith in educational instutions.

When education reevaluates the curriculum and classroom learning environment and educators reconnect with the restaurant industry, students, institutions, and the restaurant industry as a whole will feel the effects of a cohesive community.

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Appendix A: Invitation

Invitation to Participate

One-on-One Interview and Focus Group

Email/Phone invitation to participate in a one-on-one interview along with criterion for qualification.

Dear _____,

My name is Michael Traud. I am a Doctoral student in the School of Education at Drexel University. I am contacting you to invite you to be a possible participant in a research project that I am conducting. I am committed to developing a greater understanding regarding culinary education and its relationship to the restaurant industry.

The title of the study is—The Modernization of Culinary Education: A Phenomenological Study of Experiences in Culinary Arts Education. The purpose of this study is to explore the essence of the experiences of culinary arts education from educators, graduates, and industry professionals.

To be eligible to participate in the study you need to:

1)   Have participated in culinary education as either an educator, graduate of a program, or actively employ culinary arts graduates.

After you indicate your interest in participating, a teleconference will be scheduled and held to discuss the study. Those who volunteer for the study will participate in a 60-minute interview conversation followed by a 60 minute focus group. These conversations will be recorded to assure that your words, voice, and lived experience is accurately represented.

Thank you in advance for your consideration. I hope you will join the study. Please e-mail me to indicate your willingness to participate (mjtraud@gmail.com).

Yours respectfully,

Michael Traud
Doctoral Student in Educational Leadership and Management
Drexel University
mjtraud@gmail.com
(610) 966-1485

Follow-Up Email to Participants

(Date)

Dear _____,

I am writing to thank you for volunteering to participate in my doctoral research project titled:

The Modernization of Culinary Education: A Phenomenological Study of Experiences in Culinary Arts Education. This study is conducted as part of the dissertation requirement for my Doctoral Degree in Educational Leadership and Management at Drexel University under the supervision of W. Edward Bureau, Ph.D., dissertation Supervising Professor at Drexel University.

As previously discussed, I plan to conduct a one-on-one, semi-structured interview with you that will last for approximately sixty (60) minutes. The interview will be held at a date, time, and location that are convenient for you. Before the start of the interview, you will be requested to review an Informed Consent Form and by signing it you give written permission to participate in this research. Please let me know of a preferred phone number and email by which to reach you to finalize the meeting time and place and explain the informed consent form.

For the purpose of data collection, I request that I be permitted to audio record the interview using two devices (one for back up) and take handwritten notes throughout the process. The data collected will be secured on USB flash drives that are not used for Internet access and they will be maintained in a locked drawer in the investigator's locked office through the study and after for up to three years before they are destroyed. The interview recordings and transcriptions will not be shared; they will only be used for the purpose of this study. The recording, observation notes, and interview transcripts will only be reviewed by myself and then only for the purposes of identifying key themes, developing findings and results across the interviews. All participants

and the name of the organization will remain anonymous, and will be given pseudonyms. Participation in this study is voluntary. You are free to decline participation in the study or to withdraw at any time without consequences. There are no known risks associated with this study.

If you have questions, I would be happy to talk in more detail. I can be reached at (610) 966-1485 or via email at mjtraud@gmail.com.

Thank you for your time. I look forward speaking with you during the week of April 1, 2016 to confirm a time and place to meet.

Sincerely,

Michael Traud

Doctoral Student in Educational Leadership and Management

Drexel University

mjtraud@gmail.com

(610) 966-1485

Appendix B: Informed Consent

INFORMED CONSENT FORM

Appendix E: Informed Consent

1.   Title of research study

The Modernization of Culinary Education: A Phenomenological Study of Experiences in

Culinary Arts Education

2.   Researcher

Michael Traud, JD, Doctoral Candidate, Drexel University

3.   Why you are being invited to take part in a research study

We invite you to take part in a research study because of your experiences in culinary education.

4.   What you should know about a research study

The researcher will explain this research study to you. Whether or not you participate is up to you. You can agree to take part now and change your mind later. If you decide not to participate in this research, no one will hold it against you. Feel free to ask all the questions you want before your decide.

5.   Who can you talk to about this research study?

If you have any questions, concerns, comments or complaints and/or believe the research study has hurt you, please contact the research team: Michael Traud at (610) 966-1485 or mjtraud@gmail.com or Dr. W. Edward Bureau, who is supervising the study, at (215) 847-8183 or via email at web28@drexel.edu.

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This research has been review and approved by an Institutional Review Board (IRB). An IRB reviews research projects so that steps are taken to protect the rights and welfare of human subjects taking part in the research. You may talk to them at (215) 895-2856 or email them at HRPP@drexel.edu for any of the following:

- Your questions, concerns, or complaints are not being answered by the research team.

- You cannot reach the research team.

- You want to talk to someone besides the research team.

- You have questions about your rights as a research subject.

- You want to get more information about or provide input to this research.

7. Why is this research being done?

The purpose of this phenomenological study is to explore the shared experiences of culinary education and its relationship to the restaurant industry

8. How long with the research last?

We expect that you will be in this research study for one one-on-one semi-structure interview lasting approximately sixty (60) minutes and one focus group, the interview will last approximately sixty (60) minutes. Interviews are planned to be conducted between March and June 2016. The analysis of the data and subsequent research report will be presented as a Doctoral Dissertation that will be completed by December 2016.

9. How many people will be studied?

Six to nine one-on-one credentialed educational leaders and two focus groups with three to six participants from the interview process.

10.   What happens if I say yes, I want to be in this research?

You will receive an email describing the interview information, and a proposed time and date for the interview or for the discussion group; in addition, a request will be made for you to provide a convenient phone number and email address to finalize the interview schedule. You will also receive the consent form. If you agree to participate, then a date and time for the interview will be arranged.

Prior to the start of the interview, Mr. Traud, Doctoral Candidate at Drexel University School of Education will review the consent form with you and gain verbal consent to participate in this process. You will interact with Michael Traud, Doctoral Candidate at Drexel University School of Education. The interviews and group discussions will be conducted during March – June 2015.

We expect that you will participate in this research study for a one-on-one interview for sixty minutes and in a focus group for up to sixty minutes. The analysis of the data and subsequent research report will be presented as a Doctoral Dissertation that will be completed by December 2016. Two digital recorders will be used to assure a verbatim record of the questions and responses. Observation notes will be taken during the interview.

On all recordings, and in any transcriptions, analysis documents and the dissertation itself report you and the educational district you are employed by will be identified by a pseudonym to maintain your confidentiality.

11.   What are my responsibilities if I take part in this research?

If you take part in this research, it is very important that you follow the investigator's or researcher's instructions and tell the investigator or researcher right away if you have a complication or injury.

12.   What happens if I do not want to be in this research?

You may decide not to take part in the research and it will not be held against you.

13.   What happens if I say yes, but I change my mind later?

If you agree to take part in the research now, you can stop at any time it will not be held against you.

14.   Is there any way being in this study could be bad for me?

There is no inherent risk to participation in this research study including physical, psychological, privacy, legal, social, or economic risk to the participants.

15.   Do I have to pay for anything, related to the study, while I participate in this study?

There is no cost to you for participating in this study.

16.   Will being in this study help me in any way?

There are no benefits to you from your taking part in this research. We cannot promise any benefits to others from your taking part in this research.

17.   What happens to the information we collect?

Efforts will be made to limit access to your personal information including research study records, treatment or therapy records to people who have a need to review this information. We

cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of this organization.

Following the completion of the study, the principal investigator will maintain in a locked cabinet in his office for a period of three years the following original records: Correspondence, research proposal, data collection instrument, data and results, audio tapes, protocols, Drexel IRB submission, approved informed consent form, training certifications, and any other documents required by regulations. Following that, if there is no more use for it, data collected for this study will be destroyed. If additional publications are in process, the data will be maintained in the locked cabinet in the primary investigator's office.

We may publish the results of this research. However, we will keep your name, organization and other identifying information confidential.

18.   Can I be removed from the research without my permission?

No. The researcher does not anticipate any reason to terminate participation without notifying any or all effected volunteers.

I have read this form and I understand it. I understand that if at any time I become uncomfortable with this project I am free to stop my participation. I understand also that it is not possible to identify all potential risks in an experimental procedure, and I believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

_____ _____

Signature   Date

_____ _____

Signature   Date

Appendix C: Interview Protocol

Date of Interview:

Place of Interview:

Participant Name:

Introductory Background Questions:

1.   What is your culinary education background?

2.   What is your current position?

Culinary Education Questions:

3.   Please tell me about your impressions before entering culinary school.

4.   What are some of the lessons you learned in culinary school?

5.   How did culinary school prepare you for your first stage? Career?

6.   What is the major strength of culinary education? Weakness?

7.   What are your feelings concerning the role of culinary education in the life of the

restaurant industry?

8.   What areas of culinary education need modernization?

9.   Why or why not would you recommend a student to obtain a degree in culinary arts?

10.   Describe some experiences with stages coming into your kitchen.

11.   How do you view professional development in your career and the field of work you are

preparing students for?

12. What avenues of professional development do you utilize in order to connect to the modern restaurant industry?

13. Are you provided professional development in your organization?

14. How are you supported in your professional development by your organization?

15. How do you maintain professional development without institutional support?

16. How would you like to be supported by your organization to further provide professional development and develop innovative practices in the culinary arts?

17. Describe the typical stage that is entering your kitchen. How have they change? In what ways are they prepared for a professional career?

Appendix D: Focus Group Protocol

Date of Interview:

Place of Interview:

Participants Name:

Shared Experiences in Culinary Education:

Introductory…Warm-up Questions:

1) Where are you currently employed?

2) What is your culinary education background?

3) How many years have you been associated with the restaurant industry?

Culinary Education Questions:

4) What is your current position as it relates to culinary education?

5) Explain the positive and negative experiences of education.

6) How has your perception of culinary education changed at various points in your career?

7) What suggestions do you have to change culinary education?

8) How can education become better aware of the needs of the restaurant industry?

9) Is culinary education necessary? Explain.

10) How can you help improve the framework of culinary education?