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Training and Development Guide for a Culinary Department in a Private University

By

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Introduction

In an online study of the Council of Hotel and Restaurant Trainers (CHART), 53% of respondents reported their budgets for training were being carefully looked at. From this scrutiny, training budgets in the past 18 months have significantly decreased (Bertra, 2009, p. 1). Slashed training budgets have become another sign of the recessionary times, forcing operators to direct their funds to customer service, hoping to set them apart in the competitive environment known as hospitality (Bertra, 2009, p. 1).

This practice of slashing training budgets has become the norm; operators are being forced to continually cut budgets for training. It doesn't take long for an organization to be in a position where the lack of training and development influences retention, guest services, quality and eventually sales. Training and development is key in any type of business, yet it is often mismanaged and overlooked. The focus of this paper is the training and development needs in hospitality, but not a restaurant or resort, rather a culinary institution where training and development can often have a very different role. This paper focuses on organizational leadership and teaching in an institution for higher education, specifically examining opportunities to develop a training & development program that fulfills departmental goals and faculty goals.

To have an effective training and development program, an organization has to first create a recipe that will awaken the senses of the masses (the entire team or department). A successful training and development program will not be created for a single type of individual, or learning style, rather it will encompass many different learning styles. These learning styles will have goals and outcomes which will need to continually evolve with the departments training and development initiatives.

This paper will address several learning styles and best practices for training and development. The end result will be a guide that can be used for training and development of faculty in higher education. The finished product will require commitment from the leadership team as well as faculty. The success of this guide is dependent on planning, follow through and accountability. The guide will address both departmental and faculty training and development opportunities.

Purpose

The purpose of this paper is to create a guide for the Johnson & Wales University (JWU), Culinary Department to use for training and development of faculty. This guide will allow for the exploration of best practices, teaching styles and motivation tools that can be used by the diverse faculty in an institution of higher education.

This paper will serve as a tool in correlation with other campus initiatives at JWU. It will be a guide for strengthening the commitment to faculty training and development as well as empowering faculty to have meaningful input on their training and development, whilst still incorporating departmental goals.

Statement of Problem

In the JWU culinary department there are opportunities to design a structured plan for training and development. This paper is designed to create a guide that is dependent on the input of faculty and leadership. If faculty takes ownership of designing a training and development program and leadership initiates accountability; then there could be a program that meets both faculty and departmental goals in the College of Culinary Arts. With such substantial faculty input required in creating this guide, the objective is to capture a higher success rate from training and development initiatives.

Justifications

JWU is embarking on the roll out of 2017: The Centennial Plan. "Through the achievement of the 2017: The Centennial Plan, Johnson & Wales University will solidify its status as an innovative leader whose education is recognized as an effective 21-st century model of higher education" (Johnson & Wales, 2012) . This is a prime opportunity to initiate the development of a faculty training and development program that can grow with the 2017 initiatives. The Johnson & Wales Strategic Plan initiatives include a mission statement, guiding principles, and vision. The Johnson & Wales mission statement is; "Johnson & Wales University….an exceptional education that inspires professional success and lifelong personal and intellectual growth" (Johnson & Wales, 2012, p. 1).

The guiding principles are:

- Undertake continuous improvement and planning for a sustainable future
- Foster a teaching-focused university that encourages appropriate scholarship and offers relevant programs that maximize student potential
- Enrich our academic programs with experiential and work-integrated learning
- Be cost conscious in our endeavor to provide an affordable private university education and be a good steward of our resources
- Embrace diversity for a richly inclusive community
- Model ethical behavior and local, national and global citizenship
- Value our faculty and staff by investing in their quality of life and professional development
- Provide facilities, technology and other resources to meet the needs of students, faculty and staff

(Johnson & Wales, 2012, p. 1).

The Johnson & Wales vision is "The University will provide ambitious, purposeful students with the foundation to flourish personally and professionally while intensifying it pursuit of excellence characterized by its:

- Student culture

- Excellent, relevant educational programs focused primarily on culinary arts, nutrition and health sciences, business, hospitality, technology and education

- Accomplished and well-credentialed faculty dedicated to the full realization of student potential

- Ambitious and engaged students that graduate with the attributes and skills to excel as professionals and lead purposeful lives (Johnson & Wales, 2012, p. 1).

Johnson & Wales University has committed to invest in the faculty in 2017: The Centennial Plan. The following is an excerpt from said plan: "Johnson & Wales University will provide support for faculty to realize their full potential as teachers-scholars, and maintain an environment that promotes the highest quality instruction" (Johnson & Wales, 2012, p. 4). The Strategic Plan goes on to bullet the specifics, to fortify instructional excellence, the University will:

- Refine faculty roles and responsibilities to optimally support student achievement
- Substantially increase support for faculty development and scholarship
- Support and attainment of advanced credentials
- Enhance instructional technology to promote leaning
- Launch a teaching and learning program

(Johnson & Wales, 2012, p. 4)

The opportunity to introduce a training and development program that aligns with the University commitment has presented its self. It is time to develop a process for training and development that can be faculty driven.

Constraints

      This guide will need to evolve as the faculty and University do. This guide will require the support of faculty and leadership as well as follow through and accountability. This paper will have the information and background on how this guide was set up and an example of a guide, but it will not show the results after the guide has been put in place. There will be no data on its success or challenges at the time this paper is complete

Glossary

CHART: Council of Hotel and Restaurant Trainers (CHART, 2012)

Empowerment: The ability to make intelligent decisions on one's own (Merriam-Webster, 2012).

Faculty Development: Tools for the enrichment of faculty learning and growth (Young, 1987).

Faculty: Professors, teacher, instructors at a college level (Merriam-Webster, 2012).

Higher Education: Education beyond the secondary level; *especially***:** education provided by a college or university (Merriam-Webster, 2012).

In-Service: See faculty development, specifically designed for the enrichment of faculty, educational workshop (Merriam-Webster, 2012).

Internship: On the job training in a specific field of study, can be paid or unpaid (Merriam-Webster, 2012).

Objectives: Set defined task or goals, that captures specific knowledge, skills, and attitudes a learner will be able to exhibit. These tasks or goals are measurable and observable. (Teacher & Education Development, 2005)

On-the-job-training (OJT): Training, typically hands on, at a location in a specific field of study (Business Dictionary, 2012)

Outcomes: See objectives, specific task or goals derived from objectives (Teacher & Educational Development, 2005)

Peer Coaching: A collegial process whereby two faculty members voluntarily work together to improve or expand their approaches to teaching (Huston, 2008).

Stage: Unpaid work experience in a particular field of study often Chef Apprentices will stage in kitchens restaurants (CuisineNet Digest, 1998)

Strategic plan 2017-Johnson & Wales Centennial Plan (Johnson & Wales, 2012)

PART TWO

LITERATURE REVIEW

Introduction

Teaching is a skill and like any other skill in that it requires training and practice (Frash, Kline, Almanza & Antun, 2008). The idea of teaching being a skill, one that needs training and development, in an institution of higher education is an obvious statement. Yet, the idea of how to develop a program, what to include, what models should be followed, as well as what are the goals of the individual instructor and/or what are the departmental goals is not so obvious.

Part one of this paper discussed Johnson & Wales University's commitment to faculty and the educational environment of students. With that commitment in mind this paper evolved. The goal of this paper is to present a model for a training and development program that aligns with the University's commitments. This program can be customized for most college programs and departments; in this case the goal is to have a training and development program in place to coincide with the roll out of 2017: The Centennial Plan at JWU. One that focuses on; support and attainment of advanced credentials of faculty, includes accomplished and well-credentialed faculty that are dedicated to the full realization of student potential and enhancing instructional technology to promote learning, and will launch a teaching and learning program (Johnson & Wales 2012).

The following literature review will explore the need for training and development programs, as well as models to consider when designing said programs. Knowing something and letting it be known to others are not the same thing (Frash Jr., et al, 2008).   Developing a training program based on a multitude of skill levels and experiences can be daunting task, the best approach, may be the multi-level guide to training.

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Training and development opportunities for new and current faculty are as important as outcomes and objectives for student curriculum. Training and development of faculty cannot be an afterthought; the program must have goals and objectives. These goals and objectives need to be both personal and departmental and these goals and objectives cannot be ambiguous.

The Need for Training and Development

As an organizational practice, training is recognized as one of the most common solutions for improving workplace performance (Awoniyi, Griego, & Morgan, 2002). This bodes true of many career paths, passion for the field and a desire to do well does not necessarily create the best employee/faculty member and/or business results. Understanding the mission statement, company culture, department goals and policies can set a new hire up for success. To foster that continued success, when changes in policy, goals, curriculum and even technology arise, properly trained employees are more likely to accept change with an open mind and positive attitude (Díaz, Santaolalla, & González, 2010). Organizations that have training and development programs which employees help design can be more successful.

If an employee is empowered to have a say in the direction of their own training and development they are more likely to take ownership of it (Colbert, 2012). Charlie Trotter's was regarded as one of the finest restaurants in the world. Since 2004 Chef Trotter's restaurant has been voted one of the top 50 restaurants by Restaurant Magazine. He is the winner of 11 James Beard Awards (Charlie Trotter, 2012). Chef Trotter set a great example with his staff on the power behind empowerment. In *Lessons in Service* from Charlie Trotter, written by Edmund Lawler, Chef Trotter is said to have blind faith in his service staff's ability to do the right thing on behalf of a customer. Trotter believes that empowering staff pays for itself many times over (Lawler, 2001). Following that same philosophy when designing a faculty training and

development program that allows for the faculty to take ownership of their training, it can empower the faculty to make decisions that benefit the department and ultimately the student.

In defining the term faculty development, many interpretations are revealed. Faculty development includes many aspects of the teaching structure. To define faculty development is not nearly as important as defining what it encompasses. To have a solid training and development program both teaching and self-awareness, need to be addressed.

In the broad sense of the term faculty development, the following areas would have to be considered; research and teaching activities, personal health and growth in the management of a professional career. The faculty member has to be linked through personal goals as well as institutional goals; neither can overshadow the other; attention must be paid to both (Millis, 1994). By fulfilling both goals, (personal and institutional) the faculty member interrupts their value to the university as being higher. This perceived higher value should increase professional growth (Watson, & Grossman, 1994).

The teaching profession has grown as a line of work that demands rigorous training and stamina. The picture of a teacher is painted as someone who is ethically dedicated to his work. They are not only endowed with a duty to teach others but require acquisition of first-hand knowledge to keep themselves abreast of the modern innovations taking place in the field of education (Ali, Khan, Ghazi, Shahzad, & Khan, 2010). Within JWU's College of Culinary Arts, no truer statement can be found. Often the personal goals of the faculty are structured around first hand experiences, internships even stages within the field of culinary arts. With the University's support to "enhance instructional technology and promote learning as well as their commitment to launch a teaching and learning program" (Johnson & Wales, 2012, p. 4) the

opportunity for implementation of a training and development program is now…strike while the iron is hot! The specifics on faculty goals will be addressed in Part Three of this paper.

In a comprehensive training and development program for instructors in the College of Culinary Arts, consideration needs to be sought for on- the- job- training (OJT). When looking at OJT as an instructor in the College of Culinary Arts, the training is not the delivery of the subject matter, but rather the absorption of the subject matter through experience. The need for OJT training to keep instructors current in their field of expertise is vital for the foundation of student learning, student engagement, instructor research and perhaps most importantly "street credit", particularly in the field of culinary arts.

There are a few ways to look at the construction of and the structure in an effective training and development program. Identifying outcomes, addressing departmental as well as personal goals, designing a program that fits the departmental needs and can still be tweaked for individual opportunities are all considerations. When looking at a hospitality company's model for training many of the techniques can be applied to faculty training.

Looking back to the idea that teaching requires training; one model worth considering is Kirkpatrick's four-level approach. This approach asks the question, "Should a hierarchical relationship be empirically supported?" If this is true, hospitality companies may be more confident in their assessment of training. Training that produce results are less convoluted, more cost-effective and can support learning that have clear evaluative techniques (Frash Jr., et al, 2008).   In fact the purpose of training and development for faculty need to be completely understood by faculty. Similar to a student experience the faculty experience has to allow for challenges, goal setting and goal reaching (successes). John Updike, the American writer, who, writing about his own college education, said: "I had a lot to learn when I came to Harvard,

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which was fortunate since Harvard had a lot to teach.... [After 4 years] I still had a lot to learn, but I had been given the liberating notion that I could teach myself" (Reich, 1994, p. 512).

Successful training and development programs do not forget the objectives of the learner. Departmental objectives are set and understood; agreeing or disagreeing with departmental goals typically does not change the goals. What can be changed is how the goals are achieved. This should be decided on by faculty through a process that engages the faculty.

Ken Bain, author of, *What the Best College Teachers Do*, set criteria for teaching in the following six questions (Bain, 2004, p. 96):

(1) What do the best teachers know and understand?
(2) How do they prepare to teach?
(3) What do they expect of their students?
(4) What do they do when they teach?
(5) How do they treat their students?
(6) How do they check their own progress and evaluate their efforts?

These six questions can be transferred to a training and development program foundation, using peer coaching and classroom observations for faculty when looking at improving the classroom experience, "The best teachers…expect "more" from their students. Yet the nature of that "more" must be distinguished from expectations that may be "high" but meaningless, from goals that are simply tied to the course rather than the kind of thinking and acting expected of critical thinkers" (Bain, 2004, p. 96).

This same concept needs to be considered when designing a training and development program, the best faculty (teachers) should expect a great deal from themselves. When departmental goals are set their worth to the department and faculty perception of their worth need to be similar. If the goals set by department have faculty buy in then the chances of success

for departmental goals increases. Obtaining set goals should be a challenge; a realistic

obtainable, understood challenge. Another excerpt from Ken Bain's book, discusses how a good

teacher organizes their class, it starts by saying "an extensive knowledge of one's subject", he

goes on to discuss understanding how deep learning occurs and striving to facilitate that level of

learning. The book also suggests, creating an environment conducive to and supportive of

constructive learning (Bain, 2004). These concepts tie in with the Johnson and Wales

commitment to faculty and students.

Bain's theory is an exemplary example of how faculty training programs design should

be viewed.   Support from leadership, motivated faculty, and an understood game plan are keys

to successful, training and development programs. A training and development program that has

faculty support, leadership, set outcomes, goals, and room for personal growth is more likely to

have successes than a program without.

Models to Consider

Kirkpatrick's evaluation solution model was first introduced in, 1959; the four level

model of evaluation included the following steps (Kirkpatrick, 1996).

Step 1: Reaction-Simply put how well trainees like a particular training program.   This is

equivalent to measuring a trainee's feelings about the subject matter and, presentation; a

common practice in training and development. The learning is not the focus rather the content

and it's presentation. This is key to determining the success of a training program. Quite often

decisions for training programs are designed by a select few (as mentioned previously, input

from faculty is imperative for a success).

Step 2: Learning- Looking towards favorable reactions, learning becomes a focus that

coincides with reaction.   Kirkpatrick's (1996) believes the more favorable the reactions to a

program, the more likely trainees are to pay attention and learn principles, facts, and techniques

discussed. Kirkpatrick (1996) also believes in determining the amount of learning objectively.

He refers to a guidepost of measurement for learning that allows for quantitative results. He

recommends using a "before" and "after" approach so that learning can be related to the

program. Kirkpatrick (1996) encourages learning to be measured on an objective bases, and

recommends using a control group who are not participating in the training to compare with

trainees who did participate. Lastly, Kirkpatrick (1996) encourages analyzing results

statistically, so data can be shown in correlation with job performance/confidence.

Step 3: Behavior- There is a big difference between knowing principles and techniques

and using them on the job.   Kirkpatrick (1996) adopted the same reasoning that his colleague

Professor Katz, from Dartmouth had discussed. Professor Katz believed that behavior could be

altered if the following existed; the desire to improve, recognizing your own weaknesses, access

to permissive work climate, help from an interested and skilled individual, and have being given

the opportunity to try new ideas.

Step 4: Results- Kirkpatrick (1996) believes that results can be evaluated by outcomes

such as reduced costs, increased production, and lower rate of turnover even decreases in

absenteeism. Results are not always clear and concise and Kirkpatrick recommends referring

back to Steps 1-3 to clearly evaluate results.

When a training and development program is designed, the "results" would have to be

quantified, for each individual instructor's goals as well as the departmental goals (Kirkpatrick,

1996).   When focusing on the development stage a training program, faculty input is essential,

particularly in the areas of personal weaknesses and desire to improve. Without faculty interest,

and motivation a training plan has little if any opportunity to succeed. Step one, reaction gives

faculty the opportunity to choose a presenter, guest speaker or topic they are interested in, this

step also gives faculty a voice in the process. Step two, allows for discussion, reaction and learning. Step three opens the door for opportunity, allows for change and can indirectly provide the tools necessary for success, all this is dependent on the learner's behavior and willingness to participate enthusiastically or at the very least objectively. Step four, can be assessed many ways, the desired outcome or goals would need to be considered in this phase to see success or opportunity. This will factor into the training program model, as discussed in part three.

Another model to consider based on a foundation for teaching is the "New Teacher Model" (Kugel, 1993). This model warrants some attention because even seasoned faculty need to go back to the roots of teaching and revisit development stages of their career. This model looks at five stages.

Stage 1: Self-Instructor focuses on their role in the classroom. Kugel (1993), states that a new instructor typically knows a great deal of information about their subject. The challenge arises in the "how to" for delivery.   In a student panel I was able to observe, I was taken aback by this comment from a student panelist; "There was no doubt my instructor knew their stuff, it was just a shame that my classmates and I couldn't keep up." (Personnel communication, August 29, 2012) It was a shame to hear that the instructor clearly had talent and credibility in their field, but the delivery of the lesson was lost in translation. According to Kugel (1993), this is a common challenge for new instructors. Once a new instructor removes the doubt or anxieties of teaching the content of their subject can be delivered and received.

New faculty members not only have to embark on a journey from content expert to delivery of content expert, other influences for a first year teacher can arise. New faculty must unravel the organizational structure and values, expectations for performance or advancement, and the history as well as the traditions of a campus (Sorcinelli, 2001).

For a new instructor the challenges are the same as their peers, the difference for a seasoned instructor is the ability to be proactive rather than reactive. In Barbara Millis' article from the *Journal of Counseling & Development*, she noted that today's professors are challenged to teach a student population increasingly diverse in age, levels of academic preparation, styles of learning, and cultural background (Millis, 1994). Professors today are not only tasked with basic content. They are also tasked with teaching students, critical thinking skills, written communication and the ability to articulate. For a new or seasoned instructor that can be a big task, having a comprehensive training and development program allows for introduction of information that maybe new to some faculty member or serve as reinforcement to seasoned faculty members.

Stage 2: Subject; understanding of the subject they teach, a good professor being considered an expert in their field knows they have only just begun, Kugel (1993) notes that once an new instructor feels comfortable in their classroom only then can they begin developing their content. In a comprehensive training a development program, peer coaching is essential, again for both new and seasoned faculty, the value of peer coaching as a form of continuing professional development for experienced faculty is largely unrecognized (Huston, & Weaver, 2008).

Peer coaching is a collegial process whereby two faculty members voluntarily work together to improve or expand their approaches to teaching (Huston, 2008). There a few ways to look at peer coaching. It can be reciprocal, with each person acting as coach for the other, or it could be a one way coaching situation where one is coaching while the other is being coached. In a situation of peer coaching often a more experienced instructor can offer insight and experiences to a less experienced instructor (Huston, 2008).

An effective process for peer coaching will allow for consultation to identify focus of coaching, classroom observation and the critical debriefing where ideas are shared and discussed (Huston, 2008).   Peer coaching can begin to be effective at stage two, in the new teacher model (Kugel 1993).

Stage 3: The student's ability to absorb what they have been taught is an interesting stage when a new instructor's attention shifts from themselves; to a student as an individual a transformation of delivery usually happens. This is where the idea of general information delivery needs to be somewhat customized to specific learning styles. "I never teach my pupils; I only attempt to provide the conditions in which they can learn"-Albert Einstein.

Student engagement, teacher interaction and perhaps even Blooms Taxonomy get some support at this stage. The support Blooms Taxonomy gets in stage 3, correlates with how Blooms looks at learning objectives.   Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. The process was dependent on prerequisite information learned then higher order of thinking built on new information gained. Later on during the 1990's a new group of cognitive psychologists, led by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work. Below is the Blooms Taxonomy model (Schultz, & Overbaugh, 2012).

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

The Bloom's Taxonomy model should be considered when creating course content and could be useful when looking into designing training and developing activities. In part three this model will assist in the development stage of course outcomes, for now it should be a consideration for the theory behind creating a training and developing program. The value placed on student engagement and teacher interaction is critical to training and developing program. Peer coaching, open discussions, and best practices for student engagement enhance the learning environment. Another model to consider is the seven good practices for student engagement. This model encourages the following: student-faculty contact, cooperation among

students, active learning, prompt feedback, emphasizes time spent on task, communicates high

expectations, good practice respects diverse talents, as well as ways of learning (Johnson,

Johnson, Sheppard, Smith, 2005).

Stage 4: Helping students learn what they have been taught, noticing the importance of

what the students do to their learning can be an eye opening experience for the professor (Kugel,

1993). This transformation of delivery allows students to more actively participate, and critically

think, the Professor is more of a coach in the discussions that students lead. At this stage both

new and seasoned instructor can benefit in a training program by the sharing of ideas, topics and

delivery, classroom management is as unique as an individual Professor, shared ideas can

improve the classroom environment and encourage student learning (Kugel, 1993). Professional

learning within a community of like-minded empathetic colleagues can be hugely beneficial

(Schuck, Aubusson, & Buchanan, 2008).

Stage 5: Turning students into independent learners, giving them the opportunity to figure

out how they learn on their own, this can be an intimidating process, and calls on a Professors

patience and sensitivity (Kugel, 1993). In each of these processes a new stage of development is

presented. Developing is better than not developing, clearly; and within a comprehensive

training and development program for faculty, the idea of developing is the focus, the rate at

which an individual develops cannot always be the focus.

Conclusion

Several of the key points in this literature review will be the blueprint for the training

program model presented in Part Three. In the Kirkpatrick model; each step should be

considered when designing training program. The specific areas of consideration are; how well

trainees like a particular training program. The reason for taking this into consideration is, the more favorable the reactions to a program, the more likely trainees are to pay attention and use information. This approach allows for an employee to recognize their own weaknesses, by doing so the desire to improve increases. Kirkpatrick's model allows for consideration of ideas that can add value to faculty opinions, and help foster a professional relationship between colleagues.

When looking at the new faculty model, research delved more into best practices, looking at a new faculty member and the challenges they face. In researching models to enhance the training and developing program; the new faculty model was key. Peer coaching can help new faculty with many of the challenges they face. Peer coaching whether reciprocal or one way, can be an essential part of design in a training program solely due to the benefit of sharing ideas amongst colleagues. Combs (2009) suggests in an article published in *Southeastern Teacher Education Journal*, that one of the most beneficial results of mentoring (peer coaching) is the improved performance by the mentors (coaches) themselves. Dr. Combs believes that the mentors (coaches) become more aware and reflective of their own practices and more interested in improving their own pedagogical skills.

This idea of improving and moving forward was a constant in all the research collected. The standard practice of including faculty in constructing and maintaining the structure of a program and to include both faculty and departmental goals was also a constant. The underlying inspiration for this research and ultimately the creation of the training program model was to encourage training and developing of faculty, to coincide with the roll out of Johnson & Wales University Focus 2017: The Centennial Plan. The opportunity to introduce a training and development program that aligns with the University commitment has presented itself. It is time to develop a process for training and development that can be faculty driven and goal orientated.

PART THREE

Introduction

In part one of this research paper the idea of training and developing program was introduced as a recipe to awaken the senses. The recipe is the actual model for a training and development program guide. Part one laid the foundation of the why behind this project; Johnson & Wales Focus 2017: The Centennial Plan. This program can be rolled out with University wide initiatives that correlate with the goals in a faculty training program. Part two, gave the framework for the needs for a training and development program and several models to consider. Bain's criteria for teaching questions looked at teaching and standards, how to integrate learning objectives and outcomes for student learning from a faculty training and development perspective. Kirkpatrick's evaluation solution model was explored and the idea of faculty input being essential for the success of a training and development program was discussed. The new teacher model highlighted peer coaching and the benefits for both seasoned and new instructors using this tool. In part three a model for a guide with an ideal time-line specifically for College of Culinary Arts in a private university that uses a trimester system.

This guide is a road map for specific areas that need to be considered for a training and development program. A big focus has been put on the importance of faculty input for a training and development; this emphasis has been discussed based on research and personal experience in the College of Culinary Arts, specifically. Departmental goals will need to be discussed and from that recommendations can be made. Suggestions on workshops, lectures, and demonstrations need to be considered as do certifications, always keeping in mind the diversity of the faculty. When considering what to include, requirements and recommendations will need to be prioritized. This

program is designed to allow for personal goals, but the responsibility to research and

obtain should be on the individual faculty member; support from leadership will be key in

this area. In-service and team building recommendations must also be submitted by

faculty, for consideration.

Departmental Goals

Student Safety

The department of Safety and Security will be represented at   faculty meetings once a

term (3per year). The office of Safety & Security reports all area crime via JWU link, the

Johnson & Wales University server that all students and faculty have access to via logging in for

email. Educational seminars are available for students and faculty, classes such as self-defense.

Food Safety

All instructors are required to take and pass the ServSafe Manager Sanitation

certification. JWU also has its own standards for food safety known as the gold standard for

food safety. Food safety is a topic that should have open discussions often; every faculty

meeting should include an update from the food safety officer, best practices need to be

discussed. Food safety is an area that affects EVERY culinary lab and should be a standard with

each instructor's curriculum. Peer mentoring can benefit from getting a wide range of

perspectives on best practices.

Budgets

This departmental goal is another area that needs to be discussed each faculty meeting.

Being presented with the information prior to attending a faculty meeting can expose faculty to

some of the information that will need meeting time for discussion. Include budget numbers,

monthly challenges, successes or goals prior to the meeting would allow faculty to be prepared for more focused discussion. Instead of being reactive faculty can be proactive, or at the very least discussions can begin to be proactive.

Curriculum Development

Curriculum development offers every instructor an opportunity to take ownership of a class; this is an important process for class development, student learning and outcomes. The benefit from including curriculum development as a key area in training and development is that courses can be mapped properly. Course mapping in a school such as JWU, is essential in the success of the student. Many classes build on information that is learned in the previous classes. Courses have to be mapped out so outcomes in each class cover the basics no matter what the sequence of classes are. Another big advantage to mapping it allows an instructor to be proactive when a class rotates through and has not had a key class previously. An example would be if a student starts their rotation in a Front of the House (F-O-H) class; knife skills, a key objective within the curriculum is not an F-O-H class outcome. The following bullet points are areas under curriculum that would deserve specific attention within the training and development program.

- ✓ Teaching- Best practices, sharing of ideas, partnering with other classes, progressive projects and an overall awareness of the entire program
- ✓ Course Mapping-Discussed within curriculum development, understanding what happens in each class within the culinary program and academics is essential for the success of a student. Properly mapped out courses can set JWU apart from other Culinary Arts programs.

- ✓ Learning Outcomes- Learning outcomes need to be reviewed periodically. A comprehensive a training and development program will often audit learning outcomes within each class; and the entire program. The benefit of including learning outcomes in

  a training and development program is the audit should be done by faculty and their peers, this opens the door for discussions on how effective or important the outcome is to either the class or the program.

- ✓ Peer Mentoring/coaching- Peer mentoring or coaching is a very important part of t a training and development process, whether you're a seasoned instructor or the new kid on the block. The best way to get acclimated, to a new position is by having a mentor. Too often a new faculty member who is a content specialist doesn't always understand the culture of the location. Having a mentor would take much of the guess work out of the day to day responsibilities of a new faculty member. In return a mentor or coach can get a new perspective on an old idea; a new faculty member can help breathe some life into a hum drum lesson plan.

Continuing Education

Continuing education requires research and motivation by the individual faculty member. The leadership team can support these endeavors by holding a workshop or seminar that allows for discussion on what's available for continuing education. The challenge often comes when faculty member requires time out of the classroom to attend or complete classes, demonstrations, workshops and lectures. Budgets need to reflect support for continued education for all faculty members. Hosting seminars, lectures, demonstration, and workshops at campus whenever possible is a huge morale boosted and motivator for faculty.

- ✓ Seminars/Lectures

- ✓ Classes

- ✓ Demonstrations

- ✓ Workshops

Certifications

Each department has its own list of required certifications, this list should be updated often and consideration needs to be taken as to cost and recertification time. Faculty should be encouraged to research and pursue other reasonable, relevant certifications.

- ✓ Serve Safe Alcohol (Front of the House, F-O-H) On-line certification, required by all F-O-H instructors, given to all beverage students. This certification is from the National Restaurant Association.

  www.servsafe.com/alcohol/training-and-certification

- ✓ (CDP) Certified Dining Room Professional (F-O-H) On-line certification, required by all F-O-H instructors, all freshman dining room students are given the opportunity to sit for Dining Room Associate (DRA) certification. This certification is from Federation of Dining Room Professionals, and is a certification bellow CDP.

  www.Frontsummit.com

- ✓ Serve Safe Sanitation- Required of all faculty in the College of Culinary Arts, students are also required to take a sanitation class and sit for this certification. This certification is from the National Restaurant Association.

  http://www.servsafe.com/home

- ✓ CHE (Certified Hospitality Educator)- This certification is a two day workshop, at the end participants can sit for part one of the certification the exam and from information gathered in workshop submit a video, that must show course objectives and learning outcome that are covered in the workshop to earn the second piece of the certification. This is a great tool for teaching, the information presented can be beneficial for creating lessons plans, lecture and class room activities. This certification is from the American Hotel & Lodging Educational Institute. There are minimum industry requirements to apply for this certification.

  www.ahlei.org/CHE

- ✓ FMP (Foodservice Management Professional) - This certification requires a proctor for exam, this can be self-study course. This certification has minimum industry requirements. The focus is on food service management responsibilities. This certification is from the National Restaurant Association.

  www.restaurant.org/

- ✓ ACF (American Culinary Federation) - There are 14 different certifications, available through the ACF, certifications for cooking professionals, baking & pastry and culinary educators. Each level of certification had minimum education and experience requirements.

  www.ACFchefs.org/culinary

Personal Goals

Personal goals while separate from departmental goals still have an effect on the department. Community service and university service are two areas that require a great deal of faculty participation and support. In an organization such as JWU, there are plenty of opportunities to fulfill expected commitments for participation of either community or University events. It should be up to the individual faculty member to volunteer their time where it is needed most, the best use of their expertise or where they see a need.

Internships and stages are a little different because of the individual faculty member's relationship with the site and their availability. Internships need leadership support and networking, but the responsibility to fulfill the requirements for these types of goals needs to solely be that of the faculty member who initiates it.

- ✓ University Service
- ✓ Community Service
- ✓ Internships/Stages

In-Services

In-services in particular need faculty input, below is an example of a survey that can be distributed during a faculty meeting to gage ideas from the faculty in what they may benefit from an upcoming in service. The idea of an internal in-service that would help with course outcome, objectives and mapping as well as team building is discussed in the following section.

- ✓ **Example of an internal in-service**

Set up a field trip to an area farm (team building) pick whatever seasonal item is available i.e. tomatoes. Have a team building lunch at the farm. Bring tomatoes back to lab break up into groups, rotate through each lab with the instructor team

giving a quick lecture or demo utilizing product. It's a quick lesson, but includes many of the cooking techniques or preparations of that that class. This exposes other instructors to a different style of teaching and everyone can see firsthand what is taught in that class. This style, internal in-services gives the opportunity for some hand on team building and gives a more casual opportunity for the sharing of ideas.

✓ **Recommendations for external in-service**

A simple survey given to faculty periodically to get an idea of what in-services they feel would be beneficial. This can motivate faculty, and increase interest since they requested it.

Team Building

Suggestions and planning of team building events can be more successful when given to the faculty, to plan and execute. Each department should have a percentage of team building activities, keeping a healthy connection between faculty members is beneficial for moving ahead.

✓ Suggestions for team building events and activities

Conclusion

The training and development model is designed to create a unified department. Faculty input in the areas of in-services, continued education and personal goals will allow for a shift from management to faculty for accountability and design. Complete support from faculty and leadership will be essential. The design and timing of its inception and content will support the roll out of Johnson & Wales University's 2017 Centennial Strategic Plan.

Recommendations

A time - line for the guide should be discussed and suggested so that a schedule of training and developing can be designed for the program early in the year. This will allow for preparation and adjustment when necessary. This is an ongoing evolving process the success will increase and challenges will present themselves as faculty becomes more or less involved. The benefits of this training and developing program cannot be tracked until the program has cycled through for a year.

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