



Culinary Arts

## Culinary & Pastry Arts Department

### Articulation Meeting Tuesday, May 1, 2018

8:00 am – 3:30 pm

**E207**

KLO Campus



Pastry Arts

### Minutes

#### 1. To approve meeting minutes from previous Articulation meetings

- a) Carried: All

#### 2. Introduction of Committee members:

- a) Tim Curnow, COTR
- b) Regan King, NLC
- c) Debbie Shore, VIU
- d) Mike Barillaro, Okanagan College
- e) Tony Rechsteiner CNC
- f) Steve Walker Duncan, Camosun
- g) Kimberly Johnstone, TRU
- h) Jeff Jordan, TRU
- i) Xavier Bauby, NIC
- j) Darlene Godfrey, NWCC (soon to be Coast Mountain College)
- k) Dennis Innes, VCC (Representing BCATTA and Deans)
- l) Ben Faber, LaSalle College (Previously the Art Institute of Vancouver AIV)

#### 1) ITA Youth Mobility

- a) What should they be learning in ITA Youth?
  - Is the Whole PC1 too much? Consistency in the model.
  - Engagement of instructors with high schools. Some high schools do well some not so much.
  - The group shared their concerns regarding low interest at the high school levels
  - The institutes have to continuously provide information to high school career counsellors, but the enrollment remains to be a challenge.
- b. What are things collectively to increase success rate, high school to institution?

- **NIC – Xavier:** high schools lack information on how the collaboration works and they do not want to give away cohort to Cook program.
- The students don't seem to be receiving the information about Youth Training in Trades programs other than marketed sampler programs.
- **VIU – Debbie:** better marketing of free or partial tuition paid for the student by the ITA as well as exposure to the completion grant of \$1000.
- Parents need to be informed about the education system.
- Inquiry regarding the status of Trades Sampler program was made: outcomes, course - baking, meat cutting, etc. The group recommended to offer the Trades Sampler program again.
- Post-secondary taking care of 2 levels and they need to help us with keeping track and or promoting it. We had to hire to manage the new system at a cost.
- **Camosun College – Steve:** suggested better facilitation of information, bringing parents, counsellors and institutions together as well as make school districts more responsible.
- Also mentioned was public awareness, and lack of media at Skills Canada regarding all trades. A suggestion made was that the government needs to spend money on marketing and promoting these skill competitions to get more exposure.
- The discussions between the Articulation and ITA needs to be renewed to transfer role from high school to post-secondary for high school student recruitment.
- **TRU – Kimberly:** proposed that the marketing campaign has to be ITA driven for the Trades programs.
- **VCC – Dennis:** trying to have information sessions for grades 7-9 and have onsite visits. It is hard when there are no resources available to reach all schools.
- **NLC – Regan:** Pointed out that it's difficult to capture grades 7-9 interest as they are too young. Information and money better allocated to the grade 10-12.
- **VCC – Collin:** Recommended ITA needs to take more roll in transition. ITA Advisors needs to oversee worked based areas.
- **TRU – Jeff:** Suggested that coordinators and administrators at the schools need to be inspired to help get the students motivated.
- **CNC – Tony:** Proposed inviting teachers and counselors for practical introduction to the program (pd day) to help motivate them, which hopefully, will inspire them to help engage the students towards cooking and its real world benefits.
- **Okanagan College – Mike:** Recommended inviting home economics teachers from Vernon for an Information Session as well as tour of the facilities. We need to share the each semester start dates.

### 3. ITA Sponsors

- a) **Collin-** confirming that sponsor is just the organization. Sign off can be done by any red seal. Even us as educators can sign off. We have to be comfortable with signing the individual(s) off though. A lot of organizations still not informed about this policy. Believe industry needs to be more aware of this option. We need ITA to come up with information package that lets the industry know the options for sign off.
- b) Example White Spot. Don't have to have certified red seal in every kitchen. Not doing PC3 in the environment, only getting the technical at college institutions.

#### 4. International Students

- a) **Collin**- VCC has increased the number of seats for international students due to an increase in demand for the program.
- b) **Debbie**- VIU has overfilled the classes to accommodate the demand from International students. International students have to complete the Foodsafe prior to the acceptance into the program. Also, some students may have to do upgrading to meeting the program entrance requirements.
- c) **Dennis**- On behalf of BCATTA, Dennis asked if ITA can sponsor international students as some international students are staying in the country.
- d) Identify how to get ITA to motivate industry to send people to institutions for culinary training.
- e) ITA penalizes institutes if the international students are accepted in the regular programs and claw back the funding which appears odd.
- f) **Debbie** proposed relating Red Seal to a Degree level of education and present it in that context to high school system.
- g) **Steve**- Industry needs to apply a better value to the education provided by the institutes. Currently the people with no experience earn the same wage as the graduates of the program. The industry has to somehow validate the education.
- h) **Xavier**- red seal is the paramount, but the industry sees it as burden, because they cannot pay higher wages once they get credentialed. There needs to have a better definition of what is recognized.
- i) Employers are not encouraging their cooks to go back to school to complete the Red Seal.

#### 5. Labour shortage

- a) **Collin**- restaurants are closing due to lack of employees.
- b) **Xavier**- retention is low in industry. What is individual worth vs what they are able to be paid?
- c) **Steve**- online restaurant and delivery. Paying higher wages, but will the model stick as not everyone will support. What is the model to get more wages?
- d) **Debbie/Collin**- all types of restaurants are affected due to shortage of cooks.
- e) **Collin**- BCRA- what you can do as employer. Tips
- f) Refer to pdf that he had sent us.
- g) Industry just wants to know how to get foreign workers.
- h) Due to lot of opportunities, cooks are not returning to school to complete their Red Seal. Cooks have to be informed that more education, more valued they are.
- i) **Jeff**- Change the culture that Culinary is a respected trade.
- j) **Ben** –Upon completion of the program, international students had to go back because their student visa expired. How to change mind set or policies surrounding immigrant status.
- k) **Dennis/ Ben** International students can work 20 hrs a week, but once school is over, they have to leave the country. The students are allowed to stay in a coop but have to go back if they don't qualify for a work permit.
- l) **Debbie**, the international students can't have longer break than 2 months. If it is they have to be registered as a student again for the next semester to stay in the country. Coop is one loop hole that can help international students to stay in the country.
- m) **Jeff**- We need to inform the international students on what they can do and how to go about it in order to help them stay and get employment which may help fill the labour shortage or void. Get them to finish all the way to Pc3. Have them understand the first 3 years pave the way to better opportunities by finishing red seal.
- n) **Mike** - Benefit packages, incentives are more cost effective than paying wages.

- o) **Debbie** - most associations have access to benefit packages.
- p) **Steve** - small amount of employers that are giving them financial support.
- q) **Kimberly** - Document says everything but pay them more wages
- r) **Xavier** - Industry keep thinking we should be supplying them, forgetting we are educating them. Industry needs to show incentive to draw them in.
- s) **Regan** - Younger generation does not want to work the longer hours, want to live their life.
- t) **Mike**- some places pay their cooks per day a flat rate.
- u) **Jeff**- hard for us and them to just say pay them more. Relates to amount of work, number of hours worked. Quality of work. Legislation for minimum wage.

## 6. PC1 Practical

- a) Will be discussed on Wednesday.  
**Collin**- long and short. Why were they not continuously upgraded and updated?  
Dennis fill us in.
- b) ITA did not have the menus. Grey area. No guiding rules for assessor. Example hash brown. Statement what students have to do was not clear are they already precooked or done for them. Mayonnaise another example is it made or provided. Talk about this but nothing done about it. ITA formed committee, then released new menus without having access to them or testing them. They have now been removed and tested. Some view the menu is practiced and choreographed. Other view 1 of 3 menu doesn't matter which one and how it is assessed.
- c) Amount of Practical assessment venues in by over 100
- d) John Garrett, last evaluator Informed ITA that everyone doing it slightly different. Plus with harmonization coming down pipe what is the goal. Stop the bleeding without blowing the menu and format up. Make functional. Just tweak based on the technique. Will be required to follow the menus exactly. Ease the process and staying within PC1 and reminded that secondary sauces are PC2. Choice was to gravitate to the easiest menu.
- e) We are putting them in a 2ft space and having them execute which not realistic compared to industry. All about process and staying within the parameters.
- f) Will come with instructor package on directions of each menu. With harmonization we don't want to make too many changes.
- g) How will harmonization harm or effect the institutions. Keep practical assessment or not. Still pieces we don't know.
- h) Alberta, Ontario and Quebec not in harmonization.
- i) B.C is looked at as the leader.
- j) **Tony**- instructors varying the menu's to cover the components. Will there be new recipe package sent out to all the institutions to accompany the new menus. Consensus was yes.

## 7. Indigenization initiatives

- a) Collin- how to move forward. Most are stumped. Part of the piece of initializing this is gaining awareness of the land, the name of the bands and areas in order to have faculty more informed.
- b) Debbie- what are questions of how to do this. Big question of what to do. We have references and elders etc. but how to bring it into the day to day of operations. There was a survey regarding this but when is it available and by whom. This survey would be helpful to everyone who is in the same spot, not to do it wrong and what do we have to do? (Ask Debbie about this article again)

- c) Circle conversations. Day one introduction -where the students are from and what they hope to gain from this program and experience. First nations are quiet and think about how to answer basic introduction but stay reserved. Asian students same response because of the language barrier. Once participating in the food production and cleaning everyone comes together. The next time every one gathered, they brought up discussions of what they needed to do to help each other.
- d) Regan. Find the commonality to help build the team.
- e) Darlene- is this about culture and how to treat indigenous or is it about foods and cooking aspect, or is this a combination of both. Worried that students may feel being singled out.
- f) Steve- experience of coming from a place of respect in regards to the indigenous people. We are responsible for helping everyone move forward. Understanding a holistic approach. Respect that we are taking learning in multiple directions. Not a specific thing

## **8. Resources**

### **a) ITA guides – Totora**

- Collin workplace using Totora and the work sheets
- Institutional working out of the text book.
- Guides used by ½ the institution but not by others.
- More guidance on learning guides and purchase. Use context of it.

## **9. Group discussion surrounding the guides started by Tim**

### **a) Learning Guides**

- Questions surround the provincial ITA learning guides as to how many are actually using them.
- Since the introduction of Totora some institutions have moved away from the purchased paper copies of learning guides available from Queen's Printers. As pdf copies are available for download within Totora.
- There had also been concerns that as there was no master instructor copy that it created far too many questions surrounding where to find the information. Even though the learning tasks had good base, some of the questions seemed open ended or vague creating multiple answer scenarios.
- The general question is do we still have to purchase the guides or not?
- There were funds allocated from the purchase of the guides that was to be used for future upgrades and adjustments. Where is this money now and do we want to use it to upgrade learning guides or use it to manage Totora instead. A lot hems on harmonization also.

### **b) Totora**

- ITA has taken over managing and storage of Totora. All agree it is a useful tool. Question arise on how to manage and keep this updated as some questions need correcting and information to be added. How much does it cost to keep it maintained?
- Who is the contact in regards to sending and updating the information?
- Suggestion was made for a pay per use of tutor for challengers and upgraders to help maintain the program.
- Some institutions use it as their main testing and online teaching material. Some only use as a secondary information gathering and testing as they have their own Moodle or d2L systems in place. Others also still use paper tests and blend the mark.

- Discussion around having Titora sent out to each institution to put in their formatted online system. But, recommended to have a central storage of the original that is used for challengers etc. Each year any edits or changes could be forwarded to ITA or whomever storing the base system for editing and upgrading. The updated Titora then be forwarded to all institutions. As a group we have an opportunity to make the Titora Learning platform really great if we share information and make the system work for everyone regardless of type of program used. This would eliminate having multiple programs and links that can confuse students. This needs to be a broader in depth discussion at some point.

#### **10. Cook Articulation Moodle**

- Thoughts on doing this.
- Another thing to log into?
- Conversation base post institution reports so we can proof and look over beforehand.
- Guest log on VCC. They would house it and upload information. Form of sharing.
- Forum, tool to discuss.
- This will help us communicate and bring up ongoing discussions rather than try to fit it all in at a 2 day session once a year.
- Sections of discussion. Start with a couple basic sections and see how it progresses. We just need a starting point.
- Overall consensus was yes to the Moodle access for all of us with Collin and VCC being the Moodle host.

#### **11. Delivery apprentice classes**

- Successful filling upgrading 15 week 2 day a week model. Takes 3 years to actually do that.
- Asked where a lot of apprentices are and only able to come up with a couple.
- Impossible to tighten up apprentices within the system. Tracking of apprentices. Keep on the books tracking of apprentices.
- We posts on our website an interest list level of upgrading etc.
- Steve - setting up a committee to explore what industry wants. Some feel that 6 week program is too much workload in a short timeframe. 2 day release. Benefits but takes longer. Not considered block training.
- Jeff- 2 day release works for Cook 3. Don't have repetition in industry. Year by year, semester by semester in regards if it will continue or not. Recruiting to fill spots.

**Meeting adjourned at 3:30 PM**