**Santa Ana College (SAC) & SAC School of Continuing Education**

Culinary Arts Advisory Board Meeting

December 19, 2019

8:30 -10:30am

@ Alta Baja

AGENDA

1. **Welcome & Introductions**

8:30 - 9:00am: Breakfast

Meeting was called to order at 9:02 AM

**Meeting Attendees:**

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| **Name** | **Job Title** | **Organization/Business Name** |
| Chef Tiffany Heremans | Assistant Professor, Culinary Arts | Santa Ana College |
| Dr. Osiel Madrigal | Chair, Career Education | SAC School of Continuing Ed. |
| Dr. Linda Rose  | President of Santa Ana College |  |
| Dr. Larisa Sergeyeva | Dean, Human Services & Technology | Santa Ana College |
| Michael Pulglisi | Chef/Owner | Electric City Butcher |
| Adrian Hernandez | Executive Chef | South Coast Plaza Westin Hotel |
| Loreta Ruiz | Owner/Chef | La Vegana Mexicana |
| Loreta Sierra  | Chef | La Vegana Mexicana |
| Josh Goddard | Assistant Director | SAUSD Nutrition Services |
| John Chiu | Regional District Manager | Chartwells |
| Sarah Mathot | Chair, Food & Nutrition Dept. | Santa Ana College |
| Nathan Spracklen | Operations Director | Model Meals |

1. **Chef Tiffany** presented the new Culinary Certificate of Achievement Program Santa Ana College is offering. This certificate trains students into management instead of entry-level positions. This certificate program started this fall semester. **Chef Tiffany** went over the courses available and the new courses that are in the progress of being approved.
	* + Course Descriptions attached at the end of the minutes.
2. **Chef Tiffany** informed the attendees of the new opportunities with Santa Ana Unified School District - SAUSD & Garden Grove Unified School District - GGUSD. High school students are able to enroll in a culinary dual enroll courses. SAUSD Nutrition Services staff will be trained by Santa Ana College to obtain their Food Handler Certificate.
3. **Tiffany** then transitioned into the primary discussion, which was **“What are some needs?”**
	1. **Fundamental critical/ advanced thinking**
* Students need to have problem- solving skills & be able to think outside the box
* Food safety knowledge & soft skills are crucial. They should be embedded in every class and covered at the beginning.
* Critical thinking is extra important. Be repetitive. Teach students skills that are above those individuals who are not formally trained.
* **Josh** stated that Emotional Intelligence is important for students so they can develop resiliency and thus, better cope with the everyday struggles of being a chef or working in the industry.
* Work/ Life balance. Some students might have issues with this due to something that **Chef Michael** pointed out as “FOMO” or “fear of missing out.”
* **John**- Encourage students to ask how professionals in field on how to succeed in the field and be humble going into this field.
	1. **Level Expectations with Student’s Abilities**
* Some professors are giving students too high expectations and misdirecting them in the process. **Chef** **Adrian** stressed the “need to teach them to be humble, and follow the process.”
* Professors should give students a reality check. Students need to know how tough and challenging the culinary field is. Tell them the truth and to be prepared.
* **Chef Michael** said there is a need to shatter the idea of celebrity “chefism,” which is instant success like owning a business, obtaining an externship, or other expectations that student think they will receive immediately or fast. We need to make sure students have good self- awareness.
	1. **Expose Fallacies in the Industry**
* ***Mental Health Awareness in the Industry-***
	+ Address the drug and alcohol abuse tendencies in people who are unable to handle their lifestyle.
	+ “How do you cope with Stress?”- Teach students how to handle real life scenarios and manage stress.
	+ Ideally, provide students with extended mentorship once they complete culinary training. They need a safety net.
* **Josh** expressed the importance of highlighting small margins in industry. He mentioned that when he has an optimistic applicant who wants to create healthier alternatives for school lunches, he challenges them to try and create a nutritious school meal for children with only $1.75 in food stamps. **Josh** also recommended a book called *Kitchen Confidential* by Anthony Bourdain because of its insight on the less glamorous underground world of becoming a chef.
* **Chef Adrian** recommended imbedding the business aspect of the industry. He stated that about 60% of reviews are all about numbers and not the food itself. The higher the rank, the more accounting that is required.
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1. **Advisory Committee recommendations/ Next Semester**
	1. **Career Focus**
* **Dr. Madrigal** informed the group of the **Line Cook Program at SAC Continuing Education.** This program includes an employability skills course. The course covers soft skills that are important to possess in order to be successful in any workplace.
	1. **Professional Involvement/ Partnerships**
* **Dr. Madriga**l emphasized the opportunity for the advisory committee to create partnerships with SAC.
* **Dr. Rose** stated the value in showing someone what you know. For example, **Chef** **Michael** mentioned he does hands-on education in butchery.
* **Dr. Sergeyeva** mentioned the importance of instilling soft skills in students who could be potential interns. She added that sometimes companies invest time and resources in an applicant but they end up leaving. This causes an inconvenience for the business and could damage future opportunities for other students. We must teach students that they should be loyal and invest in themselves in order to succeed in the industry.
* **Sarah** suggested creating an internship rotation and having a conversation about an incentive/ balance to value the transaction between the student and the professional. She said it is important to be selective.
* **Chef Michael** addressed the lack of hands- on butchering programs. He informed the group of his sustainable zero waste policy which is something that should be taught to students.
* Having guest speakers invited to classrooms would be beneficial to students.
	1. **Plan the Pathway**
* Have students plan their pathway as early as possible so the probability of them succeeding increases.
	1. **Plan a Hospitality Program**
* A recommendation was to plan a Hospitality Certificate program separate from the Culinary Certificate program to serve the needs of our students that are passionate about the industry but not necessarily in the back of the house.

Meeting was adjourned at 10:16 AM

**Next Meeting: To be determined.**

**Advanced Culinary Arts Certificate - Course Description**

**CULN 100 or 101 Exploring Careers in the Hospitality and Culinary Industry**

This course will offer students an overview of current and emerging career opportunities in the hospitality industry. Topics include resume development, career exploration, industry site visits, review of fundamental skills required in the hospitality industry. Hands-on practice through the preparation of healthy foods, integration of sustainable practices as they relate to the hospitality industry, and employability skills will be emphasized.

**CULN 110 Food Safety and Sanitation**

Sanitation practices affecting individual operations. Prevention and control of foodborne illnesses through flow of food and HACCP management.

**CULN 120 Restaurant Management & Culinary**

Students will explore, learn, practice, and apply the management and culinary skills needed for a career in the Restaurant and Food Service Industry. Laboratory work will include different cooking techniques and traditional food preparations for different sectors in the Industry

**CULN 220 Advanced Culinary Skills & Principles**

A hands-on cooking, tasting and evaluating approach is used to teach students professional advanced cooking techniques. It emphasizes understanding how ingredients and cooking techniques affect product outcome. This course is designed to instruct students on various types and levels of food presentation and cooking. From large buffets to small intimate dinner events, students learn to develop menu items, select cooking methods, formulate presentation styles and control costs.

*Pick 3 course:*

**CULN 130  International Cuisine**

Advanced food production techniques to be utilized in planning, costing, and implementing a  hands-on cooking, tasting and evaluating approach  to teach students how to cook cuisine from countries around the world. Course emphasizes the ingredients, origins, cooking techniques, tools, equipment and characteristics of cuisine from countries around the world.

**CULN 140 Principles of Baking & Pastry**

This course covers fundamental baking skills for students who intend to specialize in baking and pastry making for commercial production. Production of yeast and quick breads, cakes, cookies, pies, and pastries, as well as decorating and icings are undertaken. Gourmet baked items and pastries are produced in a time-restricted quality-minded setting.

**CULN 150 Principles of Pantry**

Introduction to the basic skills needed for a restaurant pantry station. The theory and practical skills required to produce quality salads, sandwiches, and cold sauce emphasized.

**CULN 160 Principles of Beverage Service**

Introduction to the basic skills needed for service of alcoholic beverages. The theory and practical skills required to identify and recommend different types of alcoholic and non-alcoholic beverages served in the food service/hospitality industry.

*Pick 1 course*

**CULN 230 Healthy American Cuisine**

A hands-on cooking, tasting and evaluating approach of healthy menu selections is used to teach students professional healthy cooking techniques. It emphasizes understanding how to make delicious, palate pleasing dishes that are nutritious.

**CULN 240 Vegetarian Cuisine**

This course provides the knowledge to understand the principles of vegetarian, vegan, raw food, and specialty cuisines. Topics will include how to combine non-meat proteins, prepare raw foods, and make substitutions for low fat, low sugar, gluten-free, and other allergy-based dietary restrictions.

**CULN 250 Modern Food Theory & Production: style, design, and create**

Study and practice of modern food design. The different styles of Fusion, Californian, Pacific-Rim, Tex-Mex, Nouvelle and others are demonstrated and practiced. Modern trends and corresponding plate design theories demonstrated and practiced. The effects of different cultures and food diversity on the modern restaurant kitchen are explored.

*Capstone*

**CULN 299 Cooperative Work Experience Education**

This work experience course of supervised employment is designed to assist students to acquire desirable work habits, attitudes and skills in a field related to the students’ major so as to enable them to become productive employees.

Or

**CULN 190 Food & Beverage Production Management**

The course provides students with hands-on experience and training in customer service, catering special events, dining room service, buffet presentation, food production, management, and job readiness skills.