

Professional-Technical Education

ADVISORY
COMMITTEE
HANDBOOK



ADVISORY COMMITTEE HANDBOOK
Shoreline Community College

PROFESSIONAL-TECHNICAL EDUCATION
16101 Greenwood Avenue North
Shoreline, Washington 98133

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A THANK YOU FROM THE PRESIDENT

Dear Advisory Committee Members:

Shoreline Community College's Professional-Technical Education Programs are dedicated to training the emerging and incumbent workforce. Our mission to achieve excellence in innovation and training would not be possible without the leadership and the participation of employers, who provide us with the expertise and knowledge that keep our training programs cutting edge. We would not be able to respond to the local educational and economic development needs without you. Shoreline relies on you to shape the strategies to best meet the workforce training needs of Washington's economy with your industry.

I am honored that you have taken the time to volunteer and share your expertise. Your time and dedication enable us to build excellence into Shoreline's workforce education programs and help students personally to succeed.

Thank you for your dedication.

Sincerely,

A handwritten signature in black ink, which appears to read "Lee Lambert".

Lee Lambert
President

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Role of Advisory Committees

The primary purpose of professional-technical education advisory committees is to promote collaboration between specific educational programs and business, industry and labor in preparing individuals to enter and succeed in their chosen career. Advisory committees historically have been a very effective means of making the educational delivery system respond to the needs of a constantly changing labor market.

Professional-technical advisory committees have three major roles. They advise the administration and board of trustees, they assist program staff, and provide support and advocacy for quality education and training. Working cooperatively with program administrators and instructors, advisory committees can significantly help strengthen and improve the programs they serve. Since they are “advisory” by design, these committees do not have administrative or legislative authority.

Types of Advisory Committees

Advisory committees are appointed by the administration of a college to provide direction for professional-technical programs. Program advisory committees can be formed for a single program, a group or cluster of related programs within the institution, a regional or area committee for the same programs or a cluster of related programs or career pathway. Regional committees are encouraged for the purpose of coordination and development of articulated/integrated secondary and postsecondary programs. If program cluster or regional advisory committees are used, care must be given to ensure that every occupational program area is adequately represented. Clustering of advisory committees is highly recommended to enable balanced representation that minimizes the burden of excessive meetings for private sector members.

Some colleges establish a **General Advisory Committee** to assist the administration in making policy recommendations to the board, undertake long-term assignments, and to develop and carry out a strategic plan. **Task forces** may be formed by the administration or board to undertake specific assignments such as capital construction/remodeling projects and usually remain active only one to three years.

Establishment of Advisory Committees

APPOINTMENT PROCESS

Advisory committee members are appointed by the administration of the college, in writing, for a specific term of one, two, or three years. A member may be appointed, when deemed appropriate by the administration, for a maximum service of six years. (Note: There may be extenuating circumstances when the administration would choose to appoint a member for additional terms.) A three-year rotational process provides for continuous flow of new talent and ideas to the committee.

MEMBERSHIP COMPOSITION

The strength of an advisory committee is reflected in the diversity of its membership. Consideration must be given in the makeup of the committee to gender, geographical representation, ethnicity, and nature of the occupational area represented. Advisory committees strive to be composed of equal numbers of employers and employees to maintain a balance of interest. When the occupation being taught is apprenticeable and a local Joint Apprenticeship and Training Council (JATC) is active in the geographical area, at least one labor and one management member of the JATC should be invited to participate on the committee.

Consideration should also be given to include representatives of local professional associations related to the occupational area, organized or non-organized employee organizations, and county/state labor councils.

Committee Administration

CHAIR

The chair of the advisory committee must be elected from the private sector membership of the committee and must represent business, industry, labor, or a non-profit agency. The name and position of the committee chair should be noted on the committee roster on file. This person, in collaboration with other members, establishes the goal(s)/work of the committee. At the fall meeting, the chair and the scribe/minute taker will be identified. Subsequent meetings for the academic year will also be scheduled.

The committee chair, program administrator, and program instructor(s), working in partnership, are responsible for facilitating the work of the committee. The program administrator and instructor(s) serve as consultants to the committee. However, they are not voting members and do not count towards the constitution of a quorum. Typically, the program administrator acts as the liaison to the board regarding the committee's activities. The program administrator also is responsible for providing logistical support for the committee's work.

COMMITTEE MINUTES

The committee chair and program administrator are responsible for keeping the administration, board, and appropriate staff fully informed of the committee activities. Minutes of all meetings should be available at all times and kept on file – electronically and in hardcopy, for the previous three years.

MEETING FREQUENCY

Shoreline Community College requires that professional-technical advisory committees hold at the minimum two meetings each college year. However, effective advisory committees meet quarterly, and quite often monthly, to complete their program of work. A complete and up-to-date roster of committee membership should be maintained at all times. Members not attending at least 50 percent of the scheduled meeting should be replaced to maintain a viable committee. In order for the meeting to count as an “official” meeting, at least a quorum (50 percent) of the voting members must be present.

Responsibilities of Advisory Committees

The following advisory committee activities and duties are not meant to be all inclusive, but are suggested areas of review and discussion. Members may participate in one, many or all activities during tenure. Each advisory committee develops its program of work based on the needs of the program and industry.

CURRICULUM ADVICE

- Review labor market information to ensure the occupational program area is in demand and that vacancies exist for future employment.
- Advise the college as to the industry standards or certification required by the occupational area, and/or assist in the development of skill standards where appropriate.
- Review the content of the professional-technical program and respective courses. Advise the college of changing market conditions, technologies and employment needs.
- Advise as to the kinds and balance of theory, technical skill development, production work, and or realistic enterprise tasks to be accomplished by the students, in order to ensure the most effective and efficient use of instruction time.
- Review instructional materials and recommend those that are most appropriate to the instructional program; i.e., instructional materials, computer software, technical materials, and trade publications.
- Assist the college in conducting special events that benefit both the student and the college; i.e. manufacturing, product seminars and college open house.

FACILITIES AND EQUIPMENT BUDGET

- Advise the college as to the adequacy of the physical facilities and conditions of equipment, and prepare recommendations for effecting needed change.
- Assist the college in obtaining instructional equipment.

- Review annual budgetary requests for equipment and supplies, make recommendations and assist in the development of bid or purchase specifications when appropriate.
- Advise in development of plans for new construction or remodeling of existing facilities.

INSTRUCTIONAL QUALITY IMPROVEMENT

- Advise the college in the development of qualifications for the hiring of instructors and serve on interview panels when appropriate.
- Advise in the development of evaluation of instruments and procedures that may assist in determining the effectiveness of the instructional program, conduct outcomes assessments, and recommend appropriate changes.
- Recommend procedures for developing, implementing and evaluating internship programs.
- Recommend instructional practices that will promote the development of a safe instructional environment, and that will instill safe work attitudes and habits in students.
- Recommend strategies which ensure that instructor(s) maintain instructional, industry and state of the art proficiency.
- Recommend standards and minimum academic qualifications for student enrollment into programs.
- Advise administration regarding program continuation and/or modification as determined by a review of outcomes.

INSTRUCTIONAL DELIVERY REVIEW

- Review national and state directives and initiatives and their impact on local programs, and make recommendations on how local programs, and make recommendations on how to incorporate the required changes.
- Help the college secure qualified substitute instructors.

STUDENT EMPLOYMENT ASSISTANCE

- Recommend ways to assist students in securing internships and/or eventual employment.
- Participate in annual career fairs. Assist in the development of portable, transferable competencies, skills and abilities expected of successful employees.

PUBLIC RELATIONS

- Recommend/facilitate/conduct an awards program for students that will encourage excellence and pride in achievement (i.e., special recognition, scholarships, etc.).
- Present programs to local civic and service groups.
- Recommend/develop a marketing plan for increasing community awareness and value of the program (i.e., facilitating/obtaining sponsored media advertisements, etc).
- Recommend/develop measures supported by business and industry to increase awareness of the program through local and state professional trade associations.
- Participate in and promote special college events related to the program.
- Talk to legislators regarding the needs of the program and college.
- Arrange for a tour of the program by legislators and other elected officials.
- Promote, support, or influence legislation that will impact the program.

STUDENT ORGANIZATIONS

- Assist in developing competitive skill events.
- Serve as judges for competitive skill events.
- Sponsor or collect contributions of equipment and supplies for skill events.
- Arrange for display/demonstration space to promote student organizations as special events.

Ethical Conduct

Although state ethics laws are directed toward state and public employees, advisory committee members are indirectly affected by the law through their relationship with college employees. For example, the ethics laws govern all actions and working relationships of state employees with current or potential customers, government representatives, the media and others. In these relationships, state and public employees must observe the highest standards of ethical conduct. Each employee is expected to place the college's best interest above his or her own self-interest in all education, business, and other matters and decisions, where there is an actual, potential, or appearance of conflict of interest. Paramount in the public trust that obligates college administrators, instructors, and advisory members in fulfilling their responsibilities is the principle that their position may not be used for personal gain or private advantage within any relationship.

Seven Indicators of Effective Advisory Committees

#1 Understand the mission and goals of the college and program.

- Know why the program exists.
- Understand the quality of student the program is capable of producing.
- Have developed a clear, concise committee purpose statement. (Sample purpose statement: “To represent the interests of health occupations by reviewing and advising on curriculum, determining equipment and facilities needs, assisting with improving learning opportunities for students, and serving as an advocate for quality instruction.”)

#2 Know what must be done to achieve the mission.

- Identify the “critical success factors”
- Academic competencies
- Employability skills
- Technical skills
- Search for improvement opportunities — confront status quo

#3 Scan internal and external environments.

- Internal factors:
 - Administrative and board commitment to quality programs
 - Programs/related programs offered by the institution
 - Adequacy of facilities and equipment
 - Instructor background and qualifications
 - Resources available (financial and support)
 - Student access and recruitment
- External factors:
 - Labor market needs, trends, and directions
 - Occupational licensing/certification requirements
 - Success of program graduates/completers
 - Community perceptions
 - Programs in other colleges

#4 Envision the future.

- Project requirements 3-5 years.
- Prioritize things that must be done to make program respond.
- List barriers (real and perceived).
- Enlist others: industry experts, academic instructors, and community.

#5 Develop program of work to address identified gaps.

- Set clear, measurable short- and long-term goals.
- Specify logical implementation strategies and measurable objectives.
- Assign tasks.
- Establish timelines.
- Plan small wins.
- Develop specific recommendations for continuous improvement.

#6 Monitor progress toward recommendations.

- Regularly meet with students, instructors, employers and administrators/board to determine achievement.
- Get support — use influence of local business, labor, legislators and community.

#7 Encourage the heart — students, instructors and administrators.

- Celebrate accomplishments; value the victories.
- Champion the cause of professional-technical education.

Advisory Committees

Business, Automotive & Manufacturing Advisory Committees

Automotive

Chrysler/Dodge/Jeep (CAP)
General Motors (ASEP)
Honda (PACT)
Toyota (T-TEN)
Volvo (V-CATT)
General Service Tech (GST)

Business

Accounting
Beauty Salon Management
Cosmetology
General Business
Entrepreneurship
Fashion Merchandising
Marketing
Retail Management
Business Technology
Purchasing & Supply Chain
Management

Manufacturing

CNC Manufacturing

Health Occupations Advisory Committees

Dental Hygiene
Dietetic Technology
Health Care Information Programs
Health Information Technology
Med. Reimbursement Specialist
Medical Coding Specialist
Medical Laboratory Technician
Nursing

Intra-American Studies/ Social Science Advisory Committees

Criminal Justice
Emergency Dispatcher
Education
Bilingual/Bicultural Education
Childcare Professional
Early Childhood Educator and
Paraeducator
In-Home Care Provider
Special Education
Speech Language Pathology
Assistant

Humanities Advisory Committees

Music Technology
Digital Audio Engineering
Merchandising
MIDI Production
Performance
Visual Communication Technology
Digital Interactive Media
Digital Arts and Imagery
Graphic Design
Graphic/Print Production
Marketing
Digital Image Production

Science Advisory Committees

Biotechnology Lab Specialist
Engineering Technology
CAD/Drafting

General Advisory Committees

Workforce Advisory Committee*
Worker Retraining**
WorkFirst**

www.shoreline.edu

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