

ADVISORY COMMITTEE GUIDEBOOK

Partnerships for Postsecondary Education

This guidebook, provided by the Illinois Community College Board, is designed as a resources for Illinois Career and Technical Education Programs to assist with establishing and facilitating advisory committees.



The Career and Technical Education (CTE) team at the Illinois Community College Board (ICCB) is pleased to share the Advisory Committee Guidebook: Partnerships for Postsecondary Education. This guidebook was developed by the Illinois Center for Specialized Professional Support (ICSPS) in coordination with the Illinois Community College Board's CTE Team to provide guidance for CTE programs as they work to improve their advisory committees.

Writers and Editors of the Advisory Committee Guidebook

Whitney Thompson
Director for Career and Technical Education
Illinois Community College Board

Dr. Aime'e Julian
Director
Illinois Center for Specialized Professional Support

Brittany Boston
Research Coordinator
Illinois Center for Specialized Professional Support

Dr. Casey Anderson
Technology Coordinator
Illinois Center for Specialized Professional Support

Connie Borowski
Projects Coordinator
Illinois Center for Specialized Professional Support

The publication was prepared pursuant to a grant from the Illinois Community College Board and funded 100% through the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

Table of Contents

Purpose of a Program Advisory Committee	1
The Role of a Program Advisory Committee	2
Membership Terms and Conditions	4
Member Characteristics and Responsibilities	5
Leadership	6
Chairperson	6
Vice-Chairperson	7
Secretary	7
College Faculty and Staff (Ex-Officio Members)	8
Program Director/Coordinator	8
Academic Dean	8
Meetings	9
Subcommittees	9
Call to Order and Adjournment	9
References	10
Appendices	
Appendix A: Illinois Essential Employability Skills Framework	A1
Appendix B: Acronym List	A3
Appendix C: Online Resources	A4
Appendix D: Meeting Minutes Sample	A5
Appendix E: Sample Agenda	A6

Purpose of a Program Advisory Committee

Quality CTE programs have close ties with business and industry. These partnerships are critical to ensuring programs meet current occupational needs. Program Advisory Committees, which are required for CTE Programs of Study, are one of the most effective ways to establish and strengthen these partnerships. (Carl D. Perkins Career and Technical Education Improvement Act S.250, 109th Cong., 6 (2006) (enacted), Section 122(c)(5), Section 134 (b)(5).)

A Program Advisory Committee is a group of stakeholders which may include representatives from local business and industry, college administrators, faculty, staff, and representatives from transfer institutions who advise the institution on the development, implementation, and evaluation of CTE programs to ensure programs are tailored to meet the workforce requirements of the community while addressing student needs. Additionally, they provide expertise pertaining to technological change. Although advisory committees do not set academic policy, their recommendations play an instrumental role in programming.



Functions of the committee may include, but are not limited to:



- providing information about local industry and employment needs
- identifying appropriate workplace knowledge, skills, and behaviors needed by program graduates
- offering input during program reviews
- providing guidance to ensure curriculum is up to date and applicable
- functioning as a resource for speakers, field trips, adjunct faculty, and/or equipment
- assisting in locating work-based learning experiences and placement opportunities
- serving as a liaison between the local CTE program and the business community

The Role of a Program Advisory Committee

The role of a Program Advisory Committee varies depending on the nature of the CTE program. The Program Advisory Committee may support the CTE program in a number of ways, including those described below.



Curriculum Development



- identify employability knowledge, skills, and behaviors and help incorporate them into the curriculum
- analyze course content and sequence
- review textbooks and other instructional material
- review technology standards in the curriculum
- recommend industry validated credentials
- identify competency levels and performance standards

Educational Enrichment



- provide classroom speakers from business and industry
- offer tours and field experiences for students and faculty/staff
- identify and provide job-shadowing and work-based learning opportunities such as internships and on-the-job training
- evaluate student portfolios and projects
- aid in securing additional funding and/or donations of materials and equipment
- provide guidance to student groups
- support student leadership opportunities such as student recognition events, mentoring, competitions, and scholarships
- provide externship opportunities for faculty
- identify and provide mentors for student mentoring programs



Program Review



- reaffirm program mission statements, goals, and student learning outcomes of the Career and Technical Education program
- recommend new technologies, procedures, and practices for career education programs
- evaluate existing equipment, facilities, and resources and recommend improvements
- examine data and outcomes relating to quality and quantity of graduates and job placement

Community Awareness



- promote awareness of the Career and Technical Education program in professional and community venues
- recognize outstanding students, instructors, and community leaders

Recruitment



- assist in recruiting students
- aid in enlisting new program advisory committee members
- help with identifying potential faculty/staff

Legislative



- communicate with legislators about the benefits of Career and Technical Education and program needs
- provide information about regulatory agencies and current legislation

Membership Terms and Conditions

Each Program Advisory Committee shall establish the length of committee members' appointment term and strive to achieve a representative balance on the committee of all industry voices.

It is suggested that the college program define the length of service and create by-laws to guide the advisory committee members and process. For example, members serve for three years, except when the appointment is to fill an unexpired term. At least two-thirds of the members shall be retained each year with one-third of the membership being appointed each year.

Another recommendation would be to set attendance policies such as: an individual will automatically lose membership on the committee if he/she fails to attend three successive meetings without notifying the chairperson, in advance, of a valid reason for the absence. Specific policies will vary based on the institutional need and the nature of the program.

The term of a new committee member shall begin on August 1 of the appointed year. The academic dean and program director/coordinator should meet before and after each Program Advisory Committee meeting to review the committee composition, meeting agenda, and goals of the committee for the upcoming year.



When inviting potential members, it is suggested that business and community members be contacted personally. A business or community event is a great place to begin to network and discuss a college's advisory committee. Advisory committee members deserve both appreciation and recognition for their participation and contributions of time, knowledge, and energy. Many members will continue to serve if their experience and talents are utilized and if their recommendations are considered by the committee.





Member Characteristics and Responsibilities

The membership of the committee should include individuals who possess knowledge and work experiences related to the occupational areas served by the program. Candidates for membership should be civic-minded, cooperative, responsible, and productive individuals who express interest, willingness, commitment, and have time available to devote to the responsibilities associated with their anticipated role on the committee.

It is recommended that the college outlines the member's responsibilities.



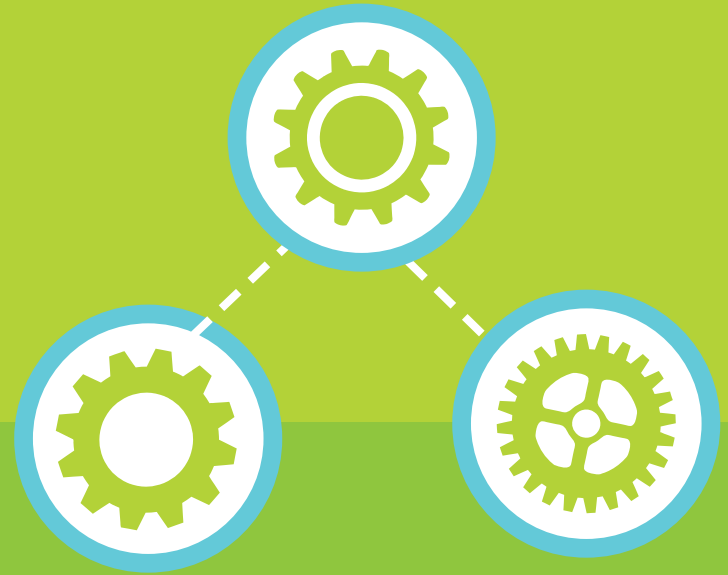
All Committee Members Should...



- seek ways to actively contribute their expertise and resources in support of the Career and Technical Education program
- be active participants in the group
- be sensitive to the views of other members
- listen critically and exercise good judgment and fairness
- serve on subcommittees as the need arises

Leadership

The committee leadership shall be chairperson and vice-chairperson, both elected by the committee as a whole, and an appointed secretary. It is up to the college if the leadership may be reelected to the same office. This section contains guidelines for Program Advisory Committee membership, but may be superseded by requirements of an applicable accrediting body.



Chairperson

The chairperson should be a representative from business or industry, elected by the committee members. This individual should demonstrate public speaking and human relations skills, as well as an ability to organize and conduct orderly and productive meetings. It is recommended that the chairperson shall not be an employee of the institution. This person will be elected for a two-year term or as directed by the accrediting body.

The Chairperson Should Avoid...



- acting as the final authority on all subjects
- putting pressure on the group to agree with his/her own personal views
- chairing subcommittees
- discussing questions or issues that are outside the purpose of the committee

The Chairperson Should...



- preside at meetings of the committee, lead discussions, and bring closure on key points of discussion
- encourage a relaxed atmosphere conducive to productive discussion
- be able to listen critically, while being sensitive to views of the members
- be well informed and exercise good judgment and fairness
- appoint subcommittees as the need arises, which may include persons other than committee members
- work with the program director/ coordinator to prepare an agenda for each meeting
- arrange for special presentations
- provide input to the academic dean regarding committee findings and recommendations
- work with the program director/ coordinator to prepare an annual written plan of action that includes an evaluation of the committee's activities and accomplishments



Vice-Chairperson

The vice-chairperson assists in the planning and development of committee activities and conducts meetings and committee business in the absence of the chairperson. It is recommended that the vice-chairperson, selected by the advisory committee members, shall not be an employee of the college or institution. This person will be elected for a two-year term or as directed by the accrediting body.

Secretary

The secretary maintains a close working relationship with members of the committee. The Secretary is responsible for recording the minutes of each meeting and for the timely preparation of communication related to minutes, meeting agenda, and correspondence (refer to appendix for templates). These documents should be sent to all committee members and other interested parties within two weeks of the meeting. The secretary is an appointed position.

The college will provide staff and the use of its facilities when performing these functions:

- sending copies of minutes and reminders
- arranging for meeting space
- notifying members and guests of meeting time/location
- providing statistical information about the college and prepare progress reports

The Vice-Chairperson Should...



- serve as the leader for many of the committee's activities
- work closely with the chairperson on specified tasks

The Secretary Should...



- keep records of members' attendance at meetings
- keep a record of discussion and recommendations
- distribute meeting minutes and copies of other documents to committee members, program director/coordinator, and others associated with the program

College Faculty and Staff (Ex-Officio Members)

Program Director/Coordinator

A CTE program director/coordinator provides logistical support and insight into program structure and needs of the college. He or she should orient committee members to the functions, objectives, and philosophies of the CTE program. After the chairperson has been selected, the program director/coordinator works cooperatively with the chairperson in preparing and disseminating reports and recommendations.

This individual helps ensure the committee's success by serving as a catalyst to move the committee forward without assuming direct leadership.

The Program Director/Coordinator Should...



- be versed in planning and carrying out the many procedural requirements of committee work
- act as liaison between the committee and the administration
- be sensitive to committee members' perspectives and suggestions
- work with the academic dean to review and approve committee members for each program



Academic Dean

The academic dean must provide leadership in establishing and maintaining the Program Advisory Committee.

The Academic Dean Should...



- review advisory committee recommendations
- meet with the advisory committee as necessary, but at least annually
- review advisory committee minutes/notes before they are sent to committee members and periodically to follow up on action items
- ensure committee members are recognized and thanked for their participation
- allocate funding for advisory committee meeting refreshments
- assist the program director/coordinator in identifying potential advisory committee members
- work with the program director/coordinator to review and approve committee members for each program
- provide administrative support for Career and Technical Education faculty/staff

It is considered best practice for a Program Advisory Committee to garner representation from the following entities (where appropriate):

- secondary
- adult education
- Community Based Organizations (CBOs)
- workforce staff
- students
- other college personnel

Meetings

Program Advisory Committees are recommended to develop and follow a structured agenda for each meeting; adopt Robert's Rules of Order, Newly Revised as the parliamentary authority; and employ parliamentary procedure to conduct all meetings.

Committees normally have their initial meetings before the program year begins, which provides an opportunity to establish priorities for the academic year.

In accordance with Illinois Community College Board requirements, advisory committees are required to conduct a minimum of one meeting each academic year. Meetings will focus on continuous quality improvement of the program(s).

If necessary, the advisory committee may meet more often to accomplish special projects or participate in accreditation activities. Written or electronic notice of meetings should be sent to members.

Subcommittees

The advisory committee can choose to form subcommittees as a way to tackle large or specific issues and avoid redundancy during meetings. Subcommittees may be responsible for researching topics and presenting the committee with recommendations for voting or other consideration.



Discussion Should Include...



- alignment with college mission and strategic priorities
- wage data related to the credential or degree earned
- labor market need and employment projections
- review of student learning outcomes
- review of essential knowledge, skills, and behaviors
- review of program outcomes
- other data related to continuous quality improvement

Call to Order and Adjournment

Meetings should have a definite starting and adjournment time. The chairperson must make a strong effort to begin the meeting on time, move through the agenda in a businesslike manner, allow for sufficient discussion, and adjourn the meeting at the scheduled time.

References

- Brustein, Michael; The Association for Career and Technical Education. 2006. Perkins Act of 2006: The Official Guide. Alexandria: Association for Career and Technical Education.
- College of DuPage. 2016. Advisory Committee Guidelines: A Handbook for Career and Technical Education Programs. Glen Ellyn: College of DuPage.
- Kansas Board of Regents. 2012. 2012 Advisory Committee Handbook for Carl D. Perkins Grant. Topeka, Kansas: Kansas Board of Regents.
- Lagace, Karen. 2016. Career and Technical Education Advisory Committee Handbook. Killingly: Killingly High School.
- New Jersey Department of Education. n.d. "CTE Program Advisory Committee Handbook." State of New Jersey Department of Education. Accessed February 2018. <http://www.nj.gov/education/cte/study/approval/CTEProgramAdvisoryCommitteeHandbook.pdf>.



ADVISORY COMMITTEE GUIDEBOOK

Partnerships for Postsecondary Education

Appendices

Appendix A

Illinois Essential Employability Skills Framework

1. Personal Ethic

a. Integrity

- i. Treats others with honesty, fairness, and respect
 - 1. Demonstrates respect for company time and property
 - a. Is present and engaged in the workplace
 - b. Demonstrates appropriate use of technology in the workplace
- 2. Accepts responsibility for one's decisions and actions

b. Respect

- i. Works effectively with those who have diverse backgrounds, beliefs, and cultures
- ii. Exhibits respect for authority

c. Perseverance

- i. Stays on task when provided with strategies for overcoming barriers

d. Positive attitude

- i. Cooperates in a pleasant and polite manner with clients, coworkers, and supervisors
- ii. Exhibits flexibility and adaptability
- iii. Takes direction and correction willingly

2. Work Ethic

a. Dependability

- i. Shows up on time and ready to work
 - 1. Fulfills obligations, completes assignments, and meets deadlines
 - 2. Behaves consistently and predictably

ii. Regular Attendance

- 1. Demonstrates minimum absenteeism
- 2. Communicates absenteeism with direct supervisor

iii. Commitment

- 1. Desires to effectively work toward the employer's goals
- 2. Takes the initiative in seeking new responsibilities, maintaining professional goals, and striving to exceed standards and expectations of their position

b. Professionalism

- i. Maintains a professional demeanor at work
 - 1. Demonstrates self-control by maintaining composure and keeping emotions in-check, even in difficult situations
 - 2. Exhibits professional appearance by dressing appropriately for the workplace and maintaining personal hygiene
 - 3. Understands employer's objectives

3. Communication Skills

a. Active Listening

- i. Listens to and considers other's viewpoints
- ii. Maintains open and factual lines of communication appropriate to one's position

b. Clear Communication

- i. Follows directions
- ii. Is open to correction
- iii. Comprehends written material
- iv. Effectively explains a process or problem verbally and/or in writing

4. Team Work

a. Critical Thinking

- i. Demonstrates sound decision making
- ii. Exhibits problem solving skills

b. Effective and Cooperative Work

- i. Demonstrates an ability to work effectively with others
 - 1. Is willing to ask questions and seek clarification or guidance
- ii. Uses appropriate strategies and solutions in dealing with conflicts/ differences to maintain a smooth workflow

For more information on the Illinois Essential Employability Skills Taskforce please visit icsps.illinoisstate.edu

Appendix B

Acronym List

ABE: Adult Basic Education
ACTE: Association for Career and Technical Education
AEL: Adult Education and Literacy
CAO: Chief Academic Officer
CCR: College and Career Readiness
CFO: Chief Financial Officer
CTE: Career and Technical Education
CTSO: Career and Technical Student Organizations
DCEO: Department of Commerce and Economic Opportunity
DOE: Department of Education
EDGAR: Education Department General Administrative Regulations
EFE: Education for Employment
ELL: English Language Learners
FY: Fiscal Year
GATA: Grant Accountability and Transparency Act
GATU: Grant Accountability and Transparency Unit
IBHE: Illinois Board of Higher Education
ICAPS: Integrated Career and Academic Preparation System
ICCB: Illinois Community College Board
ICSPS: Illinois Center for Specialized Professional Support
IDEA: Individuals with Disabilities Education Act
IDES: Illinois Department of Employment Security
IEP: Individualized Education Plan
ILS: Illinois Learning Standards
ISBE: Illinois State Board of Education
LEA: Local Educational Agency
LEP: Limited English Proficiency
NTO: Nontraditional Occupations
OCCRL: Office of Community College Research and Leadership
OCTAE: Office of Career, Technical, and Adult Education
PARCC: Partnership for Assessment of Readiness for College and Careers
Perkins IV: Carl D. Perkins Career and Technical Education Improvement Act of 2006
PODS: Perkins Online Data System
POS: Program of Study
PTR: Pathways to Results
PWR: Postsecondary and Workforce Readiness Act
ROE: Regional Offices of Education
STEM: Science Technology Engineering and Mathematics
UGA: Uniform Grant Agreement
WIOA: Workforce Innovation and Opportunity Act

Appendix C

Online Resources

1. Advance CTE: State Leaders Connecting Learning to Work
<http://www.careertech.org/>
2. American Association of Community Colleges (AACC)
<http://www.aacc.nche.edu>
3. Association for Career and Technical Education (ACTE)
<https://www.acteonline.org/>
4. Department of Commerce and Economic Opportunity (DCEO)
<http://www.illinois.gov/dceo/Pages/default.aspx>
5. Government Accountability and Transparency Act (OMB)
<http://www.illinois.gov/sites/gata/Pages/default.aspx>
6. Illinois Board of Higher Education (IBHE)
<http://www.ibhe.org/>
7. Illinois Center for Specialized Professional Support (ICSPS)
<http://icsps.illinoisstate.edu/>
8. Illinois Community College Board (ICCB)
<http://www.iccb.org/>
9. Illinois Council of Community College Administrators (ICCCA)
<http://www.iccca.org/>
10. Illinois Integrated Career and Academic Preparation System (ICAPS)
www.icapsillinois.com
11. Illinois State Board of Education (ISBE)
<http://www.isbe.net/>
12. Illinois WIOA Implementation Resources
<https://www.illinoisworknet.com/WIOA/Resources/Pages/WIOA-Implementation.aspx>
13. OCTAE Questions and Answers Regarding the Implementation of the Carl D. Perkins Career and Technical Education Act of 2006 – Version 5.0
<https://www.iccb.org/cte/wp-content/uploads/2015/10/OCTAE-Perkins-Implementation-FAQ-Version-5.0-August-2016.pdf>
14. Perkins IV – Frequently Ask Questions
<http://www2.ed.gov/about/offices/list/ovae/pi/cte/factsh/faq-080528.pdf>

Appendix D

Meeting Minutes Sample

Criminal Justice Advisory Committee Meeting Minutes

Date: _____ Meeting # _____ of _____ for Fiscal Year _____

Starting Time: _____ Ending Time: _____

Location of Meeting: _____

Members in Attendance (Name and Title): _____

Members Absent: _____

Guests and their Affiliation: _____

Name of Member taking minutes: _____

Agenda (attached)

Discussions (Topic and Who):

Actions/Goals/Recommendations:

Unfinished Business:

Appendix E

Sample Agenda

Criminal Justice Advisory Committee
West Community College – Room 2
2/22/16, 6 – 8 PM

Call to Order

- Chairperson or vice-chairperson

Welcome and Introduction of Members and Guests

- Chairperson or vice-chairperson

Approval of Minutes

Role of the [Criminal Justice] Advisory Committee

- Chairperson or vice-chairperson

Overview of the [Criminal Justice] Program

- Program director/coordinator

Unfinished Business

- Curriculum updates

New Business

- Review of equipment
- WBL placement opportunities
- Miscellaneous discussion

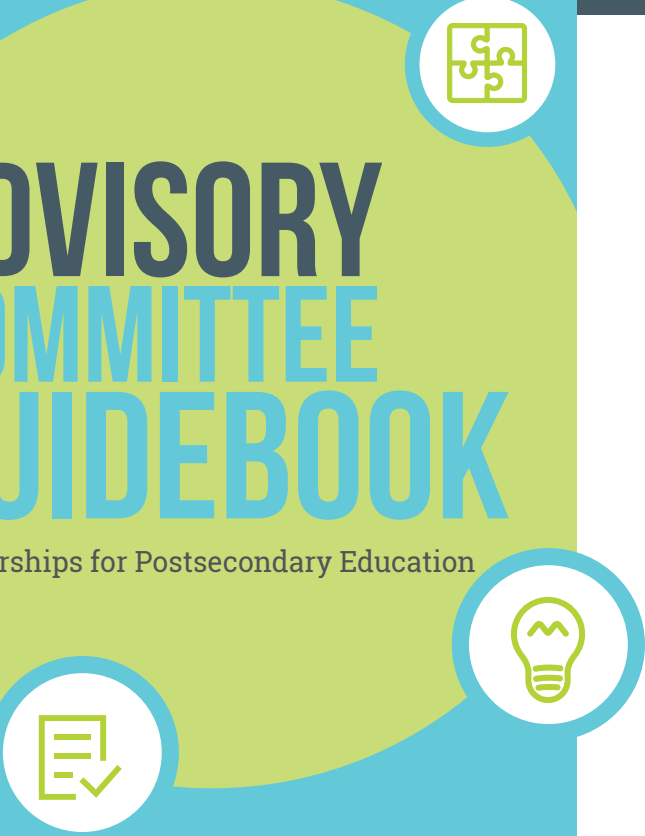
Scheduling of Next Meeting

- Chairperson or vice-chairperson

Adjourn

Notes





ADVISORY COMMITTEE GUIDEBOOK

Partnerships for Postsecondary Education



**Illinois Center for Specialized
Professional Support**

Illinois State University
Campus Box 5911B
Normal, IL 61790-5911B
email: icsps@ilstu.edu

icsps impacting
educational
equity

Illinois Center for Specialized Professional Support,
Illinois State University, College of Education

 **ICCB**
ILLINOIS COMMUNITY COLLEGE BOARD



icsps.illinoisstate.edu