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Advisory Committee Handbook



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Welcome

A Message to Advisory Committee Members

Volunteering for an advisory committee requires commitment and leadership. We would like to thank you for giving your time and expertise in providing a valuable service to the University of Hawaii Maui College and our community. Your participation is critical to implementing rigorous and relevant curriculum needed for students and employers. Through this advisory committee, workforce education programs are able to ensure that students are provided a rich education experience which will prepare them to better compete in business and industry. Again, thank you for your dedication and commitment to your profession and to the University of Hawaii Maui College!

Chancellor Lui K. Hokoana, Ed.D.



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Introduction

Mission

The University of Hawai'i Maui College inspires students to develop knowledge and skills in pursuit of academic, career, and personal goals in a supportive educational environment that emphasizes community engagement, life long learning, sustainable living, Native Hawaiian culture, and global understanding.

Vision

We will prepare students to respond to emerging challenges in their lives, communities, and the world through compassion, leadership, problem-solving, and innovation.



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Core Values and Institutional Learning Outcomes

Core Values

The faculty and staff of UH Maui College aspire to embody the following Core Values through their work serving the educational needs of students:

<i>Aloha</i>	Affection, compassion, sympathy, kindness, grace, charity; to show kindness, mercy, charity.
<i>Kuleana</i>	Right, privilege, concern, responsibility, title, business, property, estate, portion, jurisdiction, authority, liability, interest, claim, ownership; reason, cause, function, justification.
<i>Lōkahi</i>	Unity, agreement, accord, unison, harmony; agreed, in unity.
<i>Mālama</i>	To take care of, tend, attend, care for, preserve, protect, beware, save, maintain: care, preservation, support, loyalty: custodian, caretaker, keeper.
<i>Mana'olana</i>	Hope, confidence, expectation; to hope.
<i>Pono</i>	Goodness, uprightness, morality, moral qualities, ethical, correct or proper procedures, excellence, well-being, prosperity, welfare, benefit, behalf, equity, sake, true condition or nature, duty; moral, fitting, proper, righteous, right, just, virtuous, fair, beneficial, correct; should, ought, necessary.

Institutional Learning Outcomes

To qualify for graduation, students demonstrate the following abilities at a level of rigor appropriate for their degree:

- Apply essential skills and knowledge of a technical or academic field to perform tasks, address challenges, and solve problems
- Address social, environmental, or economic issues through work that exemplifies effective interaction in real-world situations
- Integrate multiple perspectives and a broad context of understanding to interpret problems, issues, and artifacts
- Solve problems utilizing mathematical models, methods, and effective quantitative reasoning
- Write and speak effectively to convey ideas that meet the needs of specific audiences and purposes
- Apply creativity and analytical thinking to convey ideas, address challenges, and seek solutions to problems
- Find, evaluate, and share information effectively and responsibly



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Intent of the Committee

Purpose of the Advisory Committee

The primary purpose of the advisory committee is to promote collaboration between specific educational programs and employers in the local community. Career and technical education (CTE) programs and associated outreach centers are designed to prepare students with skills, knowledge, and approaches to enter the workforce in an occupational area.

The advisory committee serves as advisors to the college, providing curriculum recommendations and support for quality CTE programs and have no administrative or legislative authority. Working cooperatively with program administrators and instructors, advisory committees can significantly help strengthen and improve programs they serve. The success of workforce education programs depends, to a large extent, upon the activity and involvement of advisory committees.



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Intent of the Committee, cont'd

Role of the Advisory Committee

College advisory committees advise, assist, and provide support for quality professional-technical education. In other words, they support constructive changes within a program, generate new ideas, and serve as advocates for quality career and technical education.

As advisors, the committee assesses specific areas of the educational program and provides recommendations for improvement. These suggestions should be presented formally to the college administration. Examples of recommendations include alterations to curriculum content, creation of a new policy, and purchase of new equipment.

In an assisting role, the committee assists instructors and administrators execute specific activities. They help to ensure the program has adequate resources to successfully meet the needs of business and industry. Examples include, creating a scholarship program, volunteering to be a judge in a student competition, and establishing a mentorship program.

As supporters, the committee promotes and advocates workforce education throughout the community. They defend the quality of career and technical education to the public. Examples include talking to legislators, marketing an event, or writing articles for local newspapers.



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Intent of the Committee, cont'd

Objectives of the Advisory Committee

The Advisory Committee and the staff of the respective program at UH Maui College shall work together to ensure that:

- The Program is delivering learning that is current, up-to-date, and relevant to current business, industry, labor, and professional employment practices.
- Provide support and assessment of academic programs and provide recommendations for improvement.
- To generate new ideas and serve as advocates for quality career and technical education.
- Assist in the development of new programs and help ensure that the programs have adequate resources to successfully meet the needs of business and industry. An ad hoc committee may be established for this purpose.

Additionally the Committee shall strive to:

- Utilize the Committee to open an exchange of dialog with members of a broader society.
- Insure that a description of the Committee involvement and contribution to curricular and program development and assessment be periodically submitted with accreditation and/or other official college documents.



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Intent of the Committee, cont'd

Functions of the Advisory Committee

Each advisory committee has unique functions and responsibilities of the designated program. The committee will have the opportunity to help develop their specific program and provide a valuable service to the University of Hawaii Maui College by doing the following activities:

Support Curriculum and Program Development

- Document, validate, and approve program standards
- Establish minimum quality and proficiency standards for students
- Evaluate relevance and effectiveness of the program in meeting local community needs
- Analyze course content and sequencing for efficiency
- Suggest program priorities and changes
- Validate student learning outcomes
- Help recruit students into the program
- Review length of training programs

Evaluate and Support Resources

- Examine space, equipment, and physical facilities periodically for improvement or expansion recommendations
- Identify new technologies
- Provide resources and information to better prepare educators to answer students' questions about career requirements
- Sponsor scholarships, guest lecturers, equipment, and instructional material

Develop and Engage Workforce Opportunities

- Assist with identifying employability skills needed in the local labor market
- Conduct labor-force surveys
- Interact with educators and administrators to foster understanding of each other's careers, needs, and concerns
- Recognize on-the-job work situations for cooperative education programs and part-time employees
- Support public relations efforts between the educational institution and the public/community
- Assist with full-time placement of promising graduates of the program



Committee Duties

The Advisory Committee makes recommendations to help assure that the Program:

- Addresses employment and educational needs of business, industry, and labor.
- Realistically assesses the labor market demand for program graduates.
- Provides graduates with the skills needed to meet employment needs.
- Assesses the currency of curriculum and teaching practice.



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Design of the Committee

Advisory Committee Composition

Advisory committees should be composed of persons who broadly represent the demographics. Members may include, but are not limited to:

- Both the private and public sectors, with an emphasis on business, industry, and labor organizations.
- Equal representation of labor and management.
- Both sexes, individuals with disabilities, educationally and economically disadvantaged individuals, racial and ethnic minorities who reside in the area served by the program.
- Employed graduates of the program.
- Economic Development Council and local Chamber of Commerce members.
- Workforce Investment Board members.

Full-time faculty and staff of the college offering the program must not be members of the advisory committee but may serve in an ex-officio role. Part-time faculty who hold full-time positions within the career field may be members of the committee.

Selection of the Members

During the selection process, important factors to be considered when nominating members are their capability, available time, level of interest, and character. An effort should be made to select advisory committee members who have some direct relationship to career and technical education and who will contribute to enhancing the program. Effective advisory committees are large enough to reflect the diversity of the community, yet small enough to be managed effectively. Consider having members of the committee formally appointed by the appropriate administrator or school personnel. Appointments to advisory committees should be made for definite periods of time. A sample appointment letter can be found in Appendix 2.

Selection and Duties of the Officers

The success of an advisory committee depends primarily on the leadership abilities of the officers. Election of officers should take place at the first meeting of the school year. An effective committee is one that knows in advance that something positive will occur as a result of its work. The officers help to facilitate this notion.



Recommended Officers

Chairperson

The chairperson's leadership is key to the success of the advisory committee. It is suggested that a member other than a school representative assume this role. The chairperson should have:

- Experience in business/industry in the community served by the program.
- Ability to manage meetings, plan and adhere to schedules, and involve members in ongoing activities.
- Skill in oral and written communications as well as willingness to perform public speaking.
- Ability to delegate tasks and follow-up.
- Personal characteristics such as empathy, fairness, tolerance, and sound judgment.

Vice Chairperson

The skills and responsibilities of the vice chairperson are identical to those of the chairperson. The vice chairperson takes charge when the chairperson is absent or cannot serve.

Secretary

The secretary works with a designated college representative to record meeting minutes and assists the chairperson with other committee tasks.

Responsibilities of the secretary include:

- Take minutes at meetings; prepare and distribute minutes.
- Distribute agenda, announcements, minutes, and other information to members.
- Correspond with representatives of school and community as needed.

Minutes of Meetings

Minutes must be maintained of committee activities and made available before the start of each meeting. The purpose is to keep individuals and groups informed about the committee's concerns, decisions, and activities. Minutes must be accurate, thorough, prompt, continuous, and uniform in style. It is suggested that minutes be no more than a page in length. A sample of minutes can be found in Appendix 3.

Orientation for Committee Members

New committee members must be oriented to their role on the advisory committee. Orientation should occur at or before the first meeting and continue, as needed, throughout the school year. New committee members must also have updated information on college programs and its outreach centers. Some ways to provide information to the committee members are:

- Interviews with instructors and/or program coordinators
- Tours of program facilities
- Review of curriculum materials
- Talking with students or other faculty/staff members



Procedures of Committee Meetings

Planning Meetings

Advisory committee members must attend meetings regularly. Meeting dates are set by the group and are often open to the public. Consult with the appropriate college administrator regarding campus procedures.-

Meetings should be planned well in advance and focused on specific content or issues. The general planning process includes reviewing minutes of previous meetings to create the meeting agenda. The following should be executed in preparation for the meeting:

- Establish and publicize time, date, and location of each meeting.
- Make the proper arrangements for a meeting room and equipment.
- Notify committee members and appropriate college officials of meeting date, agenda, and location.

A sample agenda can be found in Appendix 4.

Bylaws & Terms of Service

Effective advisory committees have bylaws that establish operating guidelines for the committee. Bylaws usually include a name of the committee, the purpose, membership, organizational structure, procedural rules, and terms of service. A three-year term of service most easily promotes a continuing flow of new ideas that helps keep the committee's advice current and relevant. It is recommended that members not be appointed to consecutive terms and that at least a one-year absence is considered before reappointment. By establishing a length of term, time demands for members will be clarified from the start.



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Procedures of Committee Meetings, cont'd

Conducting Meetings

Advisory committees of existing programs should meet in person a minimum of one time a year and should have a quorum (as defined by the committee) present. There is a purpose and agenda for each meeting. The most productive atmosphere in a group meeting is a supportive one. Creating a productive atmosphere is time well spent. The following guidelines to help facilitate productivity and cooperative interactions at committee meetings:

- Concentrate on establishing a friendly atmosphere with a seriousness of purpose.
- Discuss the expectations for committee work and for member behavior.
- Encourage all members to speak and to respect the rights and opinions of each individual.
- Provide opportunities for members to become acquainted with one another in social contexts.
- Summarize discussion and point out connections and contradictions between points.
- Explore and encourage all points of view in working towards consensus. The majority rules, but minority opinions must be addressed.
- Consider and resolve one issue at a time.
- Disperse work assignments throughout the group; make assignments clear and specific; explain expectations and time lines.
- Structure the meeting to avoid wasted time.
- Keep members informed of activities and progress.
- Recognize, reinforce, and reward members.
- Evaluate committee work regularly.
- Meet students enrolled in the career and technical education programs.
- Invite college administrators to a meeting.



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Community and Employer Engagement Continuum

Advisory committee members have the opportunity to contribute to strategic and meaningful community and employer engagement. This model presents the process of developing active employer roles, advancing through the stages of relationships, and engaging in a continuum of activities that deliver demand-based education to respond to community and student needs.

	Align Objectives	Develop Strategies	Deliver Demand-based Education		
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
EMPLOYER ROLE	Advising	Building educational capacity	Co-designing	Convening	Leading
STAGE OF RELATIONSHIP	Initial contact/new relationship	Establishing trust and credibility	Working relationship	Trusted provider and collaborator	Full strategic partner
ACTIVITY EXAMPLES	Discuss hiring needs, skills, and competencies Advise on curricula Contract training Hire graduates	Job site tours Speakers Mock Interviews Internships Needs Assessment Loan/Donate Equipment Local recruiting	Curriculum and pathway development Instructors Grant Participation Infrastructure investment Employee Pipeline	College-employer sectoral partnerships Grant development Statewide Network development	Multi-employer/ Multi-college partnerships Consortium grant development Global network development

References:

Wilson, R. (2015). A resource guide to engaging employers. Jobs for the Future.

Retrieved from <http://www.jff.org/publications/resource-guide-engaging-employers>

Insight Center for Community Economic Development. (n.d.) JVS Employer Engagement Model. Retrieved from <http://www1.insightcced.org/>



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Appendix 1 - Sample Invitation Letter

Date

Ms. Nicole Smith
123 Hauoli Place
Wailuku, HI. 96793

Dear Ms. Smith:

Your experience and demonstrated competency have led to your recommendation for membership on the (name of program) Advisory Committee. The Committee is composed of outstanding business, industry, labor, and civic representatives from our community. IT works to forge closer cooperation between business and education by continually improving the professional-technical preparation for students at the University of Hawaii Maui College.

Your insight into training needs and competencies would be of great value. We realize your time is limited; we will make every effort to keep our meetings prompt, precise, and purposeful. There will be (number) meetings a year for each of the (number) years of your term.

We invite you to become a member of the CTE Advisory Committee; your (number) term would begin on (date). Please consider this invitation and inform us of your decision by (date). We look forward to working with you.

Sincerely,

Committee Chair,
Instructor, and/or
Administrative Official



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Appendix 2 - Sample Appointment Letter

Date

Ms. Nicole Smith
123 Hauoli Place
Wailuku, HI. 96793

Dear Ms. Smith:

Congratulations on your three-year appointment to the CTE Advisory Committee for (name of program) at the University of Hawaii Maui College. Thank you for your willingness to serve. Your contribution will keep the program effective and up to date as well as help to make our community a better place in which to live and work.

Your first meeting as a committee member is scheduled for (date) at (time) in the (room, name, and address of school). You will be contacted soon with a tentative agenda and other committee member details.

We look forward to working with you. If you have any questions, please call.

Sincerely,

Administrative Official



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Appendix 3 - Sample Minutes

**University of Hawaii Maui College
(CTE Program)
Advisory Committee Minutes
(Date of Meeting)**

MINUTES

Members Present. (List)

Members Absent. (List)

Others Present. (List)

Call to Order. Committee Chair Beverly Smith called the meeting to order at 12 noon and expressed appreciation for attendance and participation. She stressed the importance of the committee's continuing support and assistance. Dr. Jane Doe, CTE Dean, greeted the committee. Her greeting further assured the committee of its importance to the educational goals and program vitality.

Minutes. Minutes of the last meeting were approved as submitted.

Unfinished Business. No unfinished business were brought before the committee.

New Business. Ms. Smith asked the committee to make suggestions concerning "What are the new requirements of entry-level employees?" Ben Read indicated that a computer or data processing background will be helpful for employees. Eva Johnson further emphasized the need for computer training. She indicated that a job applicant with computer knowledge has an advantage. It was the consensus of the committee that expanded computer training should be added to the CTE program as soon as possible. The chair was asked to appoint a subcommittee to investigate several kinds of computers and software for possible purchase to work with a committee of CTE instructors and a report should be given at the next advisory committee meeting.

Adjournment. The meeting was adjourned at (time).

(Name), Secretary



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Appendix 4 - Sample Agenda

(Program) Advisory Committee Meeting
(Location)
(Date & Time)

Call to Order
(-Committee Chair)

Welcome and Introduction of Members and Guests
(-Committee Chair and Program Instructor)

Approval of Minutes

Role of the CTE Advisory Committee

Overview of the CTE Program and Tour of Facility
(-Instructor)

Unfinished Business
- Report of Response to Previous Committee's Recommendations
- Update on Program of Work for Year

New Business
- Discussion of a Program of Work
- Establish time, Date, and Location of Next Meeting
- Assess Equipment and Facilities

Scheduling of Next Meeting
(-Committee Chair)

Adjourn



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