



Pima County Community College District Administrative Procedure

<i>AP Title:</i>	Business and Industry Advisory Committee
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<i>Sponsoring Unit/Department:</i>	Office of the Provost (Workforce)
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<i>Legal Reference:</i>	
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PURPOSE

A Business and Industry Advisory Committee is program specific and represents a group of local and/or regional business and industry professionals and other stakeholders. Committees represent expertise in industry trends; employment projections; and program relevance, currency, and effectiveness providing regular guidance in areas of study consistent with member knowledge. Business and industry advisory committees do not establish College policy or direct operations; they do have influence in these areas as College personnel should consider and directly apply advisory committee input in accordance with College priorities and policies.

SECTION 1: Principles

Business and industry advisory committees activities will adhere to the following principles:

1. The “employer-voice” is a critical part of program development,

management and improvement and it is officially documented through the advisory meetings and their activities.

2. The foundation for purposeful and productive advisory meetings is frequent and meaningful engagement with committee members.
3. Effective committee management is a unified team effort and is vital to program improvement and growth.
4. Advisory meetings and their activities are integral to program review and improvement.

SECTION 2: Domains

The four domains of advisory committees are: (1) labor market relevance and responsiveness, (2) curriculum and instruction, (3) program performance and improvement, and (4) partnerships.

2.1 Labor Market

- a. Quantitative Labor Market Information (LMI) and economic development data
- b. Qualitative LMI and economic development data
- c. Hiring trends and projections
- d. Required knowledge and skills for entry level employment, career pathways and compensation patterns
- e. Pace of program development and deployment (e.g., boot-camps to degrees, online to face-to-face, and other modalities)
- f. Preferred credential (e.g., training, certificate, degree)

2.2 Curriculum and Instruction

- a. Accreditation
- b. Integration of industry standards
- c. Program length
- d. Faculty qualifications and requirements
- e. Efficacy of instructional methods and classroom/lab facilities
- f. Scheduling of courses, modalities and short term training

2.3 Program Performance

- a. Key Performance Indicator (KPI) reports such as (but not limited to):
 - i. Enrollment (duplicated/unduplicated headcount and FTSE)
 - ii. Retention, persistence, completion data
 - iii. Diversity.
 - iv. Student performance on industry/state/licensing exams
 - v. Job placement and wages
- b. Student/recent graduate performance as gauged by employers

- c. Strategic Plan input and review of assessment and program review data where applicable
 - d. Budget review
 - e. Perkins Grant impacts/support
 - f. Efficacy of facilities, capital equipment, and technology
- 2.4 Partnerships, such as (but not limited to):
- a. Work-based Learning/experiential learning
 - b. Faculty externships and professional development
 - c. Career services
 - d. Public Workforce System (i.e., Arizona@Work) and partner services
 - e. High Schools/CTE Dual Credit programs
 - f. University connections
 - g. College and program resource development
 - h. Student internships

SECTION 3: Advisory Committee Membership

Membership in Advisory Committees should consist primarily of business and industry representatives that hire (or have hired) PCC students and other stakeholders that provide meaningful perspectives to advise program requirements. Membership will vary by program and will have periodic reviews to ensure alignment with committee goals and program needs. A business and industry representative will chair the committee. Membership should include:

- Business and industry representatives, including:
 - Human Resources representatives
 - Technicians and field managers
 - Large business designees
 - Small and medium-sized business owners or designees
 - Suppliers and Manufacturers, etc.
- Public Workforce System representative (i.e., Arizona@Work Pima County)
- JTED/high school representative(s)
- Former students now in the field
- University representative (as applicable)
- College personnel attendance should be limited to:
 - Academic Dean/VP
 - A Director/Department Head
 - The Discipline Coordinator
 - One faculty representative (to rotate)
 - A Workforce Development representative
 - The Note-taker

- *Ad hoc* participants may be added as needed
- Subcommittee structures and working groups may be implemented as needed

Committee membership is recommended by the Committee Chair, Director/ Department Head and is approved by the Academic Dean/VP. An administrator shall have final approval of business and industry advisory committees' membership.

Business and industry representatives are invited to serve a three-year term. They may serve consecutive terms upon the recommendation of the program faculty, Administration, and Workforce Development, and the approval of the Campus President/Vice Chancellor.

SECTION 4: Roles

A cross-section of departments and divisions play important roles in the functional operations of Advisory Committees:

- Workforce Development works with Divisions to implement business and industry advisory committee processes and oversees efficacy of process across Divisions. Workforce Development also works to engage and add business and industry members, making connections to industry-engagement activities/initiatives, providing quantitative and qualitative data, and implementing recommendations. Workforce Development houses master lists, minutes, manages guidelines through a handbook, provides training, and recommends changes as needed to program review.
- Accreditation and Quality Improvement (AQI) and Institutional Research, Planning, and Effectiveness (IRP&E) work with Workforce Development to support the continuous improvement processes; i.e., how advisory committee data are included and acted upon in program review. In addition, surveys are developed by these units and implemented as part of the program improvement process.
- Academic Deans oversee the implementation and quality of advisory committees within the Divisions and they work with Program Directors/ Discipline Coordinators/Dept. Heads and/or Lead Faculty on committee process (i.e. operations) and improvement. The Academic Deans also ensure that business and industry advisory committee input is acted on and integrated into program operations, including program performance and

review processes.

- Program Directors/Dept. Heads and/or Discipline Coordinators serve as the primary liaisons with business and industry advisory committee chairs and members. They develop meeting agendas with the chair, hold pre-meetings with the Academic Dean, and hold debrief meetings with the Academic Dean. Program Directors/Dept. Heads/Discipline Coordinators and/or Lead Faculty ensure adherence to processes and lead faculty/staff and student engagement efforts with industry.
- Faculty assist the Program Directors/Dept. Heads and/or Discipline Coordinators with industry engagement and work with Academic Deans, Program Directors/Dept. Heads/Discipline Coordinators and/or Lead Faculty, and Workforce Development staff to implement the most current content, methods in teaching, maintaining relevance for employable skills.

SECTION 5: Procedures

The Workforce Development Division will maintain a Business and Industry Advisory Committee Handbook in electronic format. The handbook will provide operating procedures and practices associated with advisory committees.

Program areas at the College that offer training, certificates, and/or degrees focused on meeting industry needs shall have a business and industry advisory committee that meets at least twice per year. Academic Divisions shall structure advisory committees that maximize business and industry input and minimizes redundancies in participation among business representatives and college personnel. In this context, the program areas refers to the comprehensive set of programs that meet industry needs through certificates, degrees, workforce training, career services, and partnerships.

Procedural topics to be addressed by advisory committees, at a minimum, should include a review of primary responsibilities, including: 1) Labor market information, 2) Curriculum and instruction, 3) Program Performance, and 4) Partnerships for the identified content area.