



HOMELAND SECURITY
EMERGENCY MANAGEMENT | CENTER OF
EXCELLENCE



ADVISORY BOARD HANDBOOK

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Welcome Letter from the Center's Director

Dear Advisory Board Member:

Thank you for your willingness to participate in the Center of Excellence – Homeland Security Emergency Management (HSEM) Advisory Board. Your involvement is critical to the Center.

The HSEM profession continues to mature as an emerging profession. Designing, developing and implementing the HSEM academic programs to train our HSEM professionals are critical to our state, region, and nation to be prepared for all hazardous events now and in the future. As an Advisory Board Member, you play an important role in keeping educational content current and relevant in this rapidly evolving field with your connection in the industry, community involvement, and input to the program needs.

The overarching objective of the Center of Excellence is to bring together educators and practitioners to discuss key developments in HSEM academic programs, expand our networks to collaborate on addressing our education, and training needs and develop innovative ways to advance our academic and professional field.

We will identify how we can fill gaps, improve availability, access, quality, and KSAs in HSEM education, and deliver career and educational pathways at all levels of education (K-12 through post-secondary).



Sincerely,

A handwritten signature in purple ink that reads "Linda Crerar".

Linda Crerar
Director

Center of Excellence- Homeland Security and Emergency Management

ABOUT THE CENTER OF EXCELLENCE FOR HOMELAND SECURITY EMERGENCY MANAGEMENT

Picture of HSEM students at Community College Citizen Preparedness Program (3CP2) training; April 2013



The Center of Excellence Homeland Security and Emergency Management is designated by statute (HB1323) to serve as the lead for the coalition of all 34 Washington State Community and Technical Colleges with over 500,000 students, of which 46% enter the workforce each year.

The Center is dedicated to delivering dynamic Homeland Security and Emergency Management training, education, and resource support statewide in collaboration with our community and technical colleges, their community partners, our local, state, and tribal governments, and our business and industry partners to build our state's economic vitality and community and industry resilience to recover from disasters when they occur.

The Center facilitates and provides training and education to our community/technical colleges, public agencies, private sector organizations, and our local communities. It helps prepare a skilled workforce to maintain our national security and effectively respond to all-hazard emergencies through education and training initiatives. It also serves as a liaison between business and industry and colleges' faculty and administration. (Local, state, tribal, and federal governments.)

The Center works directly with the State Community and Technical Colleges to enhance the safety and security of college campuses statewide and communities they serve through advocacy, collaboration, and partnerships, including training and professional development. The organizations and businesses will receive technical assistance, expertise, information, and research on current regional, state, and national security initiatives through economic development activities. It also works with its partners, helps communities prepare for disasters, and builds community resilience,

which is essential for economic recovery after an emergency or disaster and on-going economic sustainability.

Center of Excellence – HSEM Mission and Values

In 2009, Washington became the first and only state in the nation put into statute to codify the Centers of Excellence. Homeland Security Emergency Management (HSEM) is one of ten Centers across the state to represent a sector strategy to serve as a resource to help discover economic development within its industry.

Our mission here at the Center of Excellence is dedicated to delivering dynamic Homeland Security Emergency Management training, education, and resource support statewide in collaboration with our community and technical colleges, their partners in the community, local, state, and tribal governments, and business and industry partners to build our state's economic liveliness and community along with industry resilience to recover from all-hazard events.

We value the fostering connections mutually beneficial and effective to help endure a collaboration in communicating HSEM education and training within our communities, and business and industry. With the capable use of our state's resources for workforce development activities, we can access cooperation within the community and technical college system.

To evolve in a diverse and technologically advancing industry, we support services that will ensure the appropriate technological systems training and education needs.

Center's Goals

- Provide effective leadership and coordination that rapidly responds to the interests of education institutions and workforce training needs of the Homeland Security Emergency Management business and industry sectors across the State of Washington.
- Support and enhance economic development through collaborative processes and partnerships by supplying leadership training and coordination that meets the needs of education and industry standards.
- Build community and economic resilience with our statewide partners, which will protect the public and support economic vitality.
- Promoting and establishing clear educational and career pathways in Homeland Security Emergency Management and other related fields to advance the state's critical mitigation, preparedness, response, and recovery industry needs.
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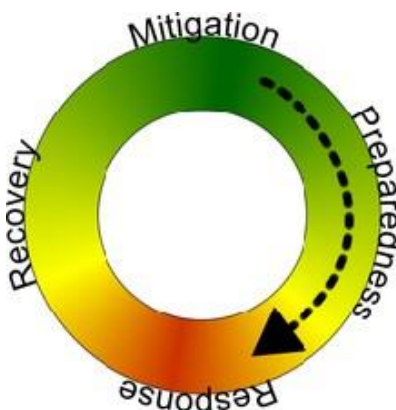
Center's Services

- Serve as a resource that creates and shares model curricula, educational pathways, degree/certificate programs, industry-specific skill standards, and best practices.
- Support and assist all 34 community colleges in the state on how to prepare and recover from an all-hazard event.
- Facilitates and provides training and education to our community/technical colleges, public agencies, private sector organizations, and our local communities.
- Helps prepare a skilled workforce to maintain our national security and effectively respond to all-hazard events through education and training initiatives.
- Serves as a liaison with business and industry to the colleges' faculty and administration with local, state, tribal, and federal governments.
- Works directly with the State Community and Technical Colleges' to enhance the safety and security of the campus and their communities through advocacy, collaboration, and partnerships, including training and professional development.
- To inform organizations and businesses about technical assistance and expertise on current regional, state, and national security initiatives through activities that will help with economic development.
- Works with the continuation to help communities and their partners prepare for disasters and build community resilience essential for economic recovery.
- To help students and industry workforce access and distribute industry news and training programs via the website: www.coe-hsem.com.
- Locate degree/certificate programs and continuing education.
- Discover education and career pathways.
- Have access to programs that upgrade skills in reading, writing, communicating, and mathematics.

- Collaborate with business and industry partners with educational institutions to address workforce training needs.
- Locate skilled employees from the community and technical college system.
- Have access to learning options for current employees in selected emergency management or Homeland Security related subjects
- Provide support for curriculum development, enhancement, and expansion.
- Provide access to resources, training, and education that can better prepare a community for dealing with a disastrous event.

Center's Partnership Opportunities

Washington State's Homeland Security Emergency Management industry is both challenging and changing. Jobs within the industry are varied and becoming more specialized and technical. This includes all jobs that are part of the emergency management life cycle; Mitigation, Preparedness, Response, and Recovery.



The Center of Excellence for Homeland Security Emergency Management offers access to innovative curriculum, tailored training, and qualified instructors and knowledge about the workforce opportunities within the industry sector. Our Center's role is to link education and industry together to meet the increasing needs of Washington State's economy and help to ensure through a variety of initiatives that will help our state's economy recover and be sustained after a disastrous event.

As technology expands, the potential for workforce training, customizing education and curriculum, and partnerships will grow continually. Jobs related to Homeland Security Emergency Management in Washington State are diverse as the hazards we must prepare to keep civilians and our economy safe.

Advisory Board Overview

WHAT IS A CENTER OF EXCELLENCE ADVISORY BOARD?

Each of the ten Centers of Excellence across the state of Washington has an advisory Board made up of people working in the related industry. The Board is made up, as much as possible, of an equal mix of employers, employees, labor representatives, members from professional organizations, government agencies, or appropriate non-profit organizations. College employees also serve on Boards, although not eligible to vote.

WHY DOES THE CENTER OF EXCELLENCE FOR HSEM HAVE AN ADVISORY BOARD?

The Center of Excellence for HSEM believes that the community inputs on professional-technical programs and labor and industries is essential to their effectiveness and success. Advisory Boards, and the required membership mix, are mandated by the State Board for Community and Technical Colleges (SBCTC). This means that the Center must maintain an Advisory Board that meets at least three times a year. Attendance at those meetings must be of a quorum of at least 50% of the voting membership for the Board to remain viable.

WHAT DOES AN ADVISORY BOARD DO?

The primary purpose of Center of Excellence's Advisory Boards is to promote collaboration between specific educational programs and business, and industry, and labor in preparing individuals to enter and succeed in their chosen career. Advisory Boards historically have been an effective means of helping the educational delivery system respond to the needs of a constantly changing labor market. As noted above, the Center of Excellence Advisory Boards have three major roles:

- Advice Center directors, staff, program administration, and faculty on their respective industries and skill/knowledge requirements for employees.
- Assist with current issues impacting industry and programs.
- Provide support and advocacy for quality education and training.
- Working cooperatively with Center directors, administrators, and staff, Advisory Boards can significantly strengthen and improve the programs they serve. Since they are advisory by design, these Boards do not have an administrative, policy, or legislative authority.



WHAT WILL BE EXPECTED OF ME AS A MEMBER?

Time Commitment: There are usually three meetings per year of one-two hours per meeting (6 hours per year). It is essential to attend the required meetings. There will be information sent before a meeting for your review. Participation in the meetings is almost always the largest part of the commitment.

Sample duties: You will be asked for your input on proposed changes to the Center, help create an annual work plan, review work plan, and evaluate the Center's annual budget. Providing and sharing information about industry trends, new educational needs for workers, and industry

technological advances are expected. You will be asked to support the Center in the community by sharing your knowledge of it in business-related interactions and providing tours or internship opportunities for students. In addition to these basic duties, the Board you are serving may elect to take on other projects.

The standard length of term: 2-3 years.

I HAVE BEEN ASKED TO CHAIR THE BOARD; WHAT DOES THAT MEAN?

Board chairs work with the Center director to set the agenda for each meeting. This is usually accomplished via-email or phone conference. The chair also leads the meeting and moves it along so that all the agenda items are covered. The chair does not have to have prior experience with Robert's Rules of Order or any other special training. The Center's Special Projects Coordinator will take minutes at the meeting.

Establishment of Advisory Boards

APPOINTMENT PROCESS

Advisory Board members are appointed by the Center director and are invited to serve, in writing, for a term typically of three years. A 2-3-year rotational process provides for a continuous flow of new talent and ideas to the Board. There may be extenuating circumstances when a Board member would be reappointed to serve additional years or terms (for a maximum of 4-6 years of service).



MEMBERSHIP COMPOSITION

The strength of an Advisory Board is reflected in the diversity of its membership. Consideration must be given in the Board's makeup to gender, geographical representation, ethnicity, and nature of the occupational area represented. Advisory Boards must be composed of an equal number of employers and employees to maintain a balance of interest. Consideration should also be given to including representatives of local professional associations related to the occupational area, organized or non-organized employee organizations, and country/state labor councils.

Board Administration

CHAIR

The chair of the Advisory Board must be appointed by the Center director and elected into the position by Advisory Board members. The chair must represent either labor and industry, business and education, or government organizations. In collaboration with the Center director and other Board members, this person establishes the work plan/goal(s) of the Board each year. The Board Chair, Center director, and administrators are responsible for facilitating the Board's work and setting the agenda for each meeting. The chair is responsible for leading the Board meetings.

The Center director, staff, and college administrators serve as consultants to the Board. However, they are not voting members and do not count towards the constitution of a quorum. The Center director acts as the main liaison to the college where they are housed and the State Board for Community & Technical Colleges regarding Board's activities and is responsible for keeping administration, board, and appropriate staff fully informed of Board activities. They are also responsible for ensuring logistical support for the Board's work.

BOARD MINUTES AND PARTICIPATION

Accurate and complete minutes of all meetings should be available at all times and kept on file – electronically and in hardcopy – for the previous three years. An up-to-date roster of Board members should be maintained at all times. For the Board to vote on binding activity, a quorum (50% or more) of the voting members must be present. Members repeatedly unable to attend meetings should be replaced to maintain a viable Board.

MEETING FREQUENCY

The State Board for Community and Technical Colleges requires that Center of Excellence advisory Boards hold at the minimum of three meetings each calendar year (once per quarter) for continuity and effectiveness. A Board may meet more if necessary.



Responsibilities of Advisory Boards

WORKPLAN

Each year, the Center director and Advisory Board members work collaboratively to develop an annual work plan for the Center of Excellence based on the current and future needs in education, business, and industry. Work plans should be limited to the few most important activities that should be accomplished by the Board during the course of their year's work. Work plans should address for each activity: goals, steps, who will complete work, and desired completion dates.

ADDITIONAL ACTIVITIES

The following activities and duties are not meant to be all-inclusive. Still, they are suggested areas of Board review and discussion.

ADVICE & COUNSEL

- Review labor market information to ensure that the occupational program area is in demand and that vacancies exist for future employment.
- Advise the Center as to the industry standards or certification required by the occupational area, and/or assist in developing skill standards where appropriate.
- Assist the college and Center in conducting special events that benefit both the student, the college, and the Center, e.g., career fair, or Summit.
- Guide the Center to:
 - o Help lead statewide education, curriculum, and training efforts that build a competitive workforce for Washington State.
 - o Maximize capacity and minimize program duplication in the community and technical college system.
 - o Identify educational pathways
 - o Provide statewide coordination.
 - o Help connect with the K-12 system.
 - o Support industry-specific skill standards.

PROVIDE ADVICE TO CENTER IN CONJUNCTION WITH INSTRUCTIONAL PROGRAM

- Advise on developing evaluation instruments and procedures that may assist in determining the effectiveness of the instructional programs, conduct outcome assessments, and recommend appropriate changes.
- Recommend procedures for developing, implementing, and evaluating internship programs.
- Recommend instructional practices that promote safe work habits.

- Recommend standards and minimum academic qualifications for student enrollment into programs.
- Advise regarding program continuation and/or modification as determined by a review of outcomes.

PUBLIC RELATIONS

- Present Center and instructional program to local civic and service groups.
- Recommend/develop a marketing plan for increasing community awareness and value of the Center and instructional program.
- Participate in and promote special college/organizational events related to the Center.
- Promote, support, or influence legislation that will positively impact the Center.

Ethical Conduct

Although state ethics laws are directed toward state and public employees, Advisory Board members are indirectly affected by the law through their relationship with college employees. For example, the ethics law governs all actions and working relationships of state employees with current 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 Center's best interest above their own self-interest in all education, business, and other matters of interest. Paramount in the public trust that obligates Center directors and administrators, staff, and advisory members in fulfilling their responsibilities in the principle that their position may not be used for personal gain or private advantage within any relationship.



Process for Meetings

Once you have agreed to serve on a Board, you will be asked for your contact information, including your active email address. You will receive a letter confirming your appointment to the Board also includes the dates and times of future Board meetings. The Board sets meeting dates for the year at the first meeting of the year.

About two weeks before each meeting, you will receive a reminder email. You must reply to this email confirming your availability to attend the meeting. Meetings will typically be rescheduled if a quorum cannot be met.

- One week before the meeting, the minutes from the previous meeting and current agenda will be sent to you for your review.
- At your first meeting you, will receive a hard copy of this handbook, a Board roster, and other Center information.

Appendix a - Centers of Excellence

Core Expectations of Every Center

Economic Development Focus:

Serve as partners with various state and local agencies, regional, national, and global organizations to support Washington's driver industries' economic vitality and competitiveness.

Industry Sector Strategy Focus:

Collaboratively build, expand, and leverage industry, labor, and community, and technical college partnerships to support responsive, rigorous, and relevant workforce education and training.

Education, Innovation, and Efficiency Focus:

Leverage resources and educational partnerships to create efficiencies and support curriculum development and innovative delivery of educational strategies to build a diverse and competitive workforce.

Workforce Supply/Demand Focus:

Research, analyze, and disseminate information related to training capacity, skill gaps, trends, and best practices within each industry sector to support a viable new and incumbent workforce.

Basic Functions

Every Center will:

1. Establish a primarily industry-based Advisory Board with appropriate labor representation.
2. Convene, problem solve, and disseminate industry-specific solutions with other agencies and groups as appropriate.
3. Provide and solicit updates to stakeholders regularly.
4. Provide maximum efficiency, and leverage available resources to support operations, new initiatives, and emerging trends.
5. Be an effective broker among all colleges.
6. Continue to be a resource for the K12 system.
7. Maintain an accessible, highly functional, and relevant website.

Implementation:

Each center will develop an annual work plan with measurable outcomes in the context of the:

1. Core expectations.
2. Guidance of each center's industry advisory group.
3. State's initiatives on job creation.

4. State Board's priorities.
5. Community and Technical College system's priorities for developing career pathways and other innovative practices.