



Technical Advisory Committee (TAC) **Handbook**



A MESSAGE FROM THE DEAN



Barry Pate

Dean of Career and
Technical Education

Dear Industry Partner,

The College of Southern Idaho (CSI) is committed to preparing Idahoans for high-skill, high-demand careers. Achieving this mission requires a strong, sustained partnership between our educational programs and the industries that ultimately employ our graduates.

Our Technical Advisory Committees (TACs) are the core of this partnership. By integrating your critical insights on emerging technologies, curriculum relevance, and evolving market demands, you ensure that our programs remain effective and valuable to Idaho's economic competitiveness.

This handbook outlines the purpose, structure, and expected contributions of our TAC members. We invite you to join us in strengthening the relationship between CTE programs and the communities we serve. Your expertise is vital to advancing technical education and providing meaningful opportunities for our students.

Sincerely,
Barry Pate

TABLE OF CONTENTS

I. About the College of Southern Idaho Technical System

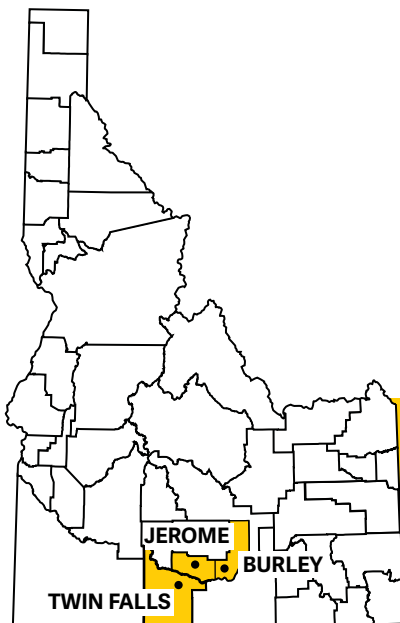
Purpose of TACs and the need for industry input	4
Value of teaming with workforce partners	4
TAC requirements and reporting	5

II. About Your Role as an Advisory Committee Member

Functions of advisory committees	6
Membership selection and structure	7
Term of membership	8
Ways committee members can contribute	9

III. Organizing and Running Meetings

Officer roles and responsibilities (industry)	10
Meeting preparation and key discussion areas	11



Campus Map

We have off campus centers in Burley (Mini-Cassia center) and Jerome (The LeRoy Craig Jerome Center), with our main campus located in Twin Falls, ID.

I. ABOUT THE COLLEGE OF SOUTHERN IDAHO TECHNICAL SYSTEM

Purpose of TACs and the Need for Industry Input

Successful Career Technical Education (CTE) programs must maintain close ties with business, industry, and labor, and must be integrated into their communities and state. The Idaho Division of Career Technical Education (IDCTE) affirms that all secondary and postsecondary CTE programs must have a Technical Advisory Committee (TAC).

The primary purpose of an effective TAC is to ensure that program content and training **remain current**, thus preparing students to enter the workforce and/or helping to upgrade the skills of workers who are already employed. TACs strengthen the working relationships between CTE programs and the communities they serve.



Specifically, TACs are mandated to provide critical insight by:

- Focusing on achieving essential program outcomes.
- Ensuring that programs prepare students for workforce entry.
- Advising programs on curriculum, training, and emerging industry needs.
- Advocating for programs at local, regional, and state levels.

Value of Teaming with Workforce Partners

Participating in a TAC allows industry leaders to provide direction to CSI programs and ensure graduates have the skills they need to add value to the industry. Your participation in TAC will directly impact the quality of your future employees!



TAC participation allows industry partners to:

- **Share Expertise:** Contribute best practices and help identify critical workforce skills, often drawing from experience providing on-the-job training to employees.
- **Identify Needs:** Advise program personnel on labor market trends, skill gap analysis, certification recommendations, and equipment/technology suggestions.
- **Secure Resources:** Help CSI programs secure resources necessary to train skilled students, including new or used equipment, expertise, workforce support, and staffing.
- **Expand Opportunities:** Provide students and staff with new opportunities such as internships, work experiences, job shadowing, and career exploration.
- **Recruit Talent:** TAC members often express that they want CSI graduates to work for their companies. TAC participation provides them with an opportunity to identify quality candidates and shape the skills these candidates will have.
- **Provide Context:** Help instructors recognize local career opportunities and identify employers that instructors may not know about.

TAC Requirements and Reporting

Committees meet at least **twice per year** (fall and spring). TAC meetings are guided by state requirements that ensure continuity and alignment with industry demands:

- **Guiding Documents:** TACs maintain the Five-Year Plan (best practice for long-term planning) and develop the Annual Program of Work to direct committee activities and track progress.
- **Annual Reporting:** The TAC Annual Report, which includes the Five-Year Plan, Program of Work, attendance roster, and meeting minutes, is due to IDCTE by June 15th.
- **Document Retention:** All TAC records are saved internally for at least 5 years to comply with federal Perkins documentation requirements.

II. ABOUT YOUR ROLE AS AN ADVISORY COMMITTEE MEMBER

Functions of Advisory Committees

An effective TAC is generally responsible for ongoing business and program planning. The committee structure, including officer roles and responsibilities, is typically addressed in written bylaws developed by the program representative.

Key Responsibilities for Industry Representatives:

Collaborate in developing and implementing the Program of Work.

- Offer guidance on curriculum, equipment, and labor market data.
- Support Career Technical Student Organizations (CTSOs) by serving as event judges or speakers.
- Prioritize program needs and maintain objectivity.
- Attend meetings consistently and participate actively in discussions.

Limitations:

- IDCTE staff, instructors, or faculty may only serve in **ex officio (non-voting) roles** on the committee.
- Although community needs and TAC member suggestions are highly valued, program development is also subject to regional accreditation requirements. At times, this may prevent the implementation of some TAC member suggestions. CSI aims to consider feedback and meet requests where feasible.



Selection Criteria:

- **Representation:** Members should represent business, industry, and labor sectors aligned with the CTE program. They should also represent the local community (including the Idaho Department of Labor, if applicable) and the general geographic service area.
- **Interest:** Ideal members are interested in CTE and student success and are available to attend meetings.
- **Interview Process:** Candidates are typically interviewed to ensure understanding of the purpose of the TAC, outline expected responsibilities, and confirm their potential availability and contribution.



Committee Size:

The goal is sufficient representation while maintaining a manageable size. The **optimal size is 6 to 14** members for effective and manageable meetings.

Governance and Officer Roles:

The structure should distribute responsibilities. The TAC often elects officers from the industry representatives.

OFFICER ROLE	KEY RESPONSIBILITIES
Chairperson	Calls and leads meetings, sets the agenda with the secretary, represents the committee, and monitors the Program of Work. The Chairperson is required to sign key state documents
Vice Chairperson	Assumes the Chairperson’s responsibilities when the Chair is absent, attends meetings and assists the chairperson with any duties as needed.

Term of Membership

The goal of term limits and staggered appointments is to balance continuity and fresh perspectives. The State of Idaho recommends:

- **Standard Term:** Members serve a standard three-year term.
- **Staggered Rotation:** Staggered terms are recommended so that approximately one-third of member terms expire each year.
- **Reappointment:** Former members must take a minimum one-year break before being reappointed.



Onboarding and Continuity:

New members receive an orientation, which may include reviewing the current program structure (BTC, ITC, AAS) and learning outcomes, as well as enrollment and graduation numbers from recent classes.

Best practices encourage pairing incoming members with experienced members to foster mentoring, knowledge transfer, and smoother transitions. Members are also encouraged to designate an alternate attendee in case of attendance conflict.



Ways Committee Members Can Contribute

TAC members contribute to program success in four main areas outlined in the Annual Program of Work:

Area of Contribution	Examples of Activities
Offer Guidance	Provide feedback on curriculum, suggest equipment upgrades, analyze skill gaps, recommend changes to learning outcomes, and provide data on labor market trends. Members help identify if items being taught are no longer relevant.
Career Exposure	Offer job shadowing opportunities, internships, or work-based learning experiences. Serve as guest speakers or present to students about specific concepts and how they tie into the classroom setting.
Support CTSOs	Serve as event judges or speakers for student organizations and help develop leadership activities.
Financial/Advocacy	Support fundraising efforts, equipment donations, and scholarships. Advocate for the program's needs to administration or in legislative matters.

III. ORGANIZING AND RUNNING MEETINGS

Meeting schedules should align with program needs and support the implementation of the Annual Program of Work. Organizing planning deadlines well in advance of meetings is expected to yield better results.

Officer Roles and Responsibilities (Industry)

The Chairperson (industry representative) leads the meeting, ensuring the agenda is followed and coordinating with members.



Key Responsibilities of the Chairperson:

- Call and lead meetings
- Set the agenda in coordination with the program representative (secretary)
- Monitor progress on the Program of Work

Note: Some programs may choose to utilize a co-chair model, where co-chairs collaborate on meeting preparation and distribute a quality agenda in advance.

Meeting Preparation and Key Discussion Areas

To ensure effective discussions, the CSI Program Manager provides relevant data to the committee prior to the meeting. The meeting agenda is typically formal to keep discussions focused and on task.

Meeting Materials Shared in Advance Typically Include:

- The meeting agenda
- Current enrollment and graduation numbers
- A current success summary (program highlights, awards) and challenge summary
- Minutes from the last meeting, along with an update on action items
- The current program budget

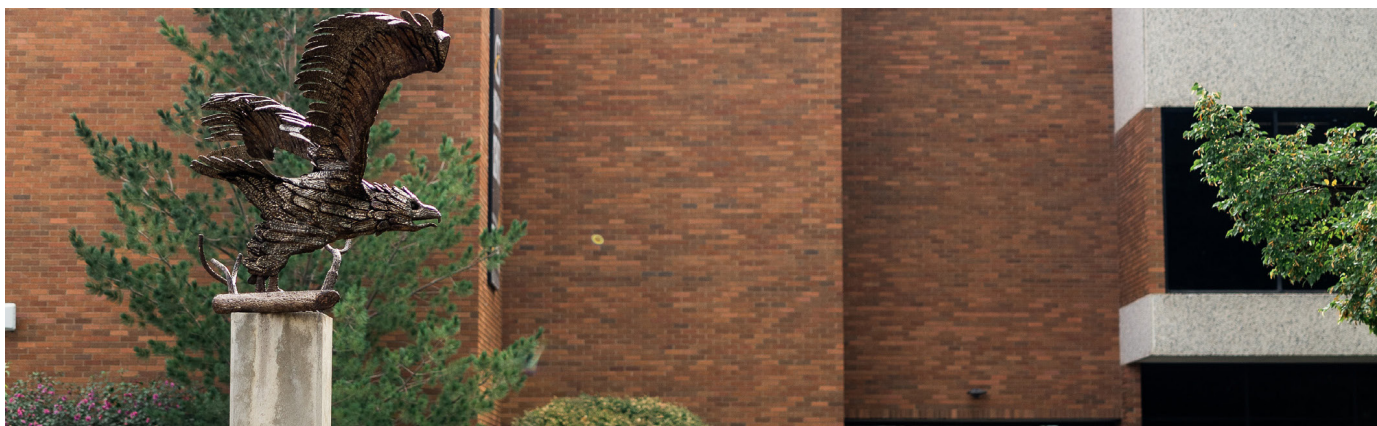
Key Areas for TAC Member Input:

TAC meetings dedicate significant time for individual member input. Discussions focus on the alignment of the program with current workforce needs.

Applying Feedback:

Feedback received from the TAC is critically applied. The Program Manager is responsible for tracking progress toward the Program of Work goals and explaining if specific suggestions cannot be adopted due to constraints, such as accreditation requirements.

Discussion Topic Focus Area for Input	Area for Input
Program Assessment	Does the knowledge gained from the program match the needs of employers? Are current technology and equipment adequate for program success? What items are currently being taught that are no longer relevant ?
Industry Trends	Comment on industry trends, new technology, and employment trends. Advice on how to incorporate durable skills (e.g., communication, multitasking) into classes.
Program Improvement	Ideas to expand the program and retain students. Suggestions regarding program content, learning outcomes, or course sequencing (e.g., providing examples to connect classroom concepts to industry).
Workforce Needs	Comments on current openings and reminders to students to look outside of traditional companies for positions that match their skill sets. Internship and classroom partnership opportunities.





The College of Southern Idaho does not discriminate on the basis of race, color, religion, age, sex, national origin, disability, gender identity, protected veteran status, or sexual orientation. This policy applies to all programs, services, and facilities, including applications, admissions, and employment. Individuals having questions or complaints related to compliance with this policy should contact Eric Nielson, Director of Human Resources/Title IX Coordinator, Taylor 212, 315 Falls Ave, Twin Falls, ID 83301 or via telephone at 208-732-6267 or at titleix@csi.edu or Shannon Hyde, Student Accessibilities Coordinator/Section 504 Compliance, Taylor 202B, 315 Falls Ave, Twin Falls, ID, 83301, or via telephone at 208-732-6268 or at accessibility@csi.edu.