Identifying Task Force Members

Dana Center Mathematics PATHWAYS

Purpose: This template will help a planning team review and finalize task force membership based on a thorough mapping of your state or regional context.

Users: Facilitator and co-chairs ("executive committee")

Instructions:

Part I: Identifying Members – Review the recommendations and use the guiding questions to generate ideas about who should be recruited for the task force.

Part II: Roles and Responsibilities – Use the information provided about responsibilities to ensure that all task force members are aware of their individual roles and the commitment required. (**Part II is also provided as a separate document for distribution to candidates for the task force.**)

Part I: Identifying Members

The task force should be assembled with the purpose of representing key stakeholder groups. Members should be assigned responsibilities for tasks.

The task force does not necessarily need to be a newly created group. The state may already have a team overseeing mathematics initiatives that could lead the mathematics pathways work. An advantage of using an existing group (in full or in part) is that it builds on current structures and makes it more likely that work will be coordinated. A disadvantage is that the mathematics pathways work may be subsumed or overshadowed by other efforts.

Below are our recommendations for formal members as well as possible additional or ex-officio members. Guiding questions follow each membership recommendation.

Formal Members (roles and responsibilities are described in Part II)

- Two co-chairs* representing 2-year and 4-year mathematics faculty. A co-chair from the flagship university is highly desirable.
- Facilitator*, usually a staff member of the lead agency or organization

  *In future documents, we refer to the two co-chairs and the facilitator collectively as the "executive committee."
- Mathematics faculty leaders
  - Faculty who currently serve in positions of leadership on state curriculum committees, transfer committees, or similar structures.
  - Faculty who currently serve or have served in positions of leadership in state or national mathematics professional associations such as:

        - American Mathematical Association of Two-Year Colleges
        - American Mathematical Society
        - American Statistical Association
        - Mathematical Association of America
    - Consider diverse representation based on level/type of institution, geography, institutional size, etc.
        - From state flagship institution(s)
        - Other influential four-year institutions
        - Other influential two-year institutions
    - Consider diversification in content specialties such as developmental education, statistics, quantitative reasoning, and preparation for Calculus.

Guiding Questions: • How would you describe the institutions in your state or region? • Are there natural groupings by selectivity or admissions, sector, geography, or size that should be represented? • What is the ideal, but manageable, size for the task force that has broad representation?
Notes:
Suggestions for faculty membership:

Guiding Questions: • Describe the state or regional structures that influence mathematics pathways. • Who approves curriculum or learning outcome changes? • Who governs course transferability?
Notes:
Suggestions for faculty membership:

Guiding Questions: • How would you describe the mathematics community in your state or region? • Are there active state chapters of the major professional associations? • In which national associations do most faculty participate?
Notes:
Suggestions for faculty membership:

Possible Additional Formal Members or Ex-Officio Members

- 1-2 senior administrators from influential institutions. These members can help inform cross-discipline alignment and fiduciary issues.
- 1-2 representatives of state associations that represent community colleges or universities more broadly. These members can help support information sharing.
- 1-2 state agency staff that can help answer questions about state policy and rules related to determination of college readiness, transfer credit, K–12 to postsecondary education transitions, and other related initiatives that may be ongoing in the state.

Guiding Questions: • Describe associations or groups that represent higher education administrators in your state. • Are there associations representing community college or university presidents that should be included in the task force?
Notes:
Suggestions for ex-officio membership:

Guiding Question: • Which divisions within your state agency address rules and policies related to college readiness, transfer of credit, K–12 to postsecondary education transitions, and other related initiatives?
Notes:
Suggestions for ex-officio membership:

Part II: Roles and Responsibilities

Share the information below to all task force members so they are aware of their individual roles and responsibilities.

CO-CHAIR

One co-chair should represent 2-year mathematics faculty, and the other co-chair should represent 4-year mathematics faculty.

A co-chair from the flagship university is desirable.

Qualifications	Is a respected senior leader from the state mathematics community with deep knowledge of undergraduate mathematics and entry-level courses?
	Has strong networks among faculty in the state, and has likely served in a leadership role or is well connected to state/national mathematics professional associations.
	Is innovative and open to new ideas connected to research.
Role	Serves as the mathematics content lead for the task force and provides strong guidance for the vision, overall trajectory of task force work, discussion, recommendations, etc.
	Works closely with the facilitator to plan meetings.
	Works with the consultant assigned to support the project to plan and problem solve.
Key Skills	Meeting facilitation, fostering discussion and building consensus. [The facilitator may also provide this skill; see below.]
	Authoring of reports or supervision/review of final report. [The facilitator or a hired author can also write the document, but the chair must play a strong role in shaping the report.]

Commitment	Attends the 2-day Leadership Academy hosted by the Dana Center and other Dana Center events. Phase 1: Attends 10–12 in-person (or virtual) task force meetings, plus prepares for meeting and reviews assignments in between meetings. Has monthly check-in calls with the facilitator and consultant assigned to support the work. Phases 2 and 3: Monitors progress on action plan and prompts actions, as needed. Supports or oversees communication campaign. Provides ongoing advisory role. The Dana Center recommends a commitment of .25 – .50 FTE to cover these duties.
FACILITATOR	
Qualifications	Is a senior administrator from state higher education agency, association, or other convening body?
	Has a high capacity to bring together diverse perspectives and accomplish goals on an ambitious timeline.
	Has deep understanding of state policies.
	Has time dedicated to this project.
Role	Serves as the administrative lead for the task force. Provides leadership to make steady progress toward recommendations and to plan development. Monitors work plan and timeline. Keeps work moving in between meetings.
	Manages all logistics (e.g., invitations, meetings, meals, finances, agendas, meeting notes, regular communications with task force). Other staff might be used to support these functions.
	Synthesizes assignments between meetings. Staff support might be used to support these functions.
	Serves as primary liaison to the Dana Center and its representatives throughout the duration of the project.
	Works with the co-chairs and consultant assigned to support the project to plan and problem solve. Submits required reports to the Dana Center.
Key Skills	Meeting facilitation, fostering discussion and building consensus. [The co-chairs may provide this skill; see above].
	Authoring of reports or supervision/review of final report. [The co-chairs, staff, or a hired author can write the document, but the facilitator must ensure that recommendations are in line with state priorities and policy objectives.]
	Ability to connect the task force to state resources for various fact-finding needs (e.g., answer questions about current policies, identify structures for governance in the state, define who is responsible for what, respond to data inquiries).

Commitment	Attends the 2-day Leadership Academy hosted by the Dana Center and other Dana Center events. Phase 1: Attends 10–12 in-person (or virtual) task force meetings, plus organizes meetings, reviews and compiles assignments, and supervises communications and logistics in between meetings. Has monthly check-in calls with the co-chairs and consultant assigned to support the work. Phases 2 and 3: Monitors progress on action plan and prompts actions, as needed. Supports or oversees communication campaign. Provides ongoing advisory role. The Dana Center recommends a commitment of .25 – .50 FTE to cover these duties.
Task Force Member (2-yr and 4-yr faculty, approximately 10 +/-)	
Task force members should be selected to represent the diversity of mathematics faculty.	
Qualifications	Has deep experience in teaching developmental and gateway mathematics or expertise in key content areas. May also have served in leadership positions in the state mathematics community including professional associations, or on state curriculum or transfer committees.
	Is open to new ideas based on research. Either engaged in reform efforts on his/her campus or is willing to implement reforms to increase student success in gateway math courses.
	Is knowledgeable about policies relevant to math placement, transfer, dual enrollment, student advising, or understands state structures governing these types of issues.
	Is able to represent his/her own institution as well as consider the goals/objectives of the state more broadly.
Role	Provides input on mathematics content, institutional and state policies, and issues related to on-the-ground implementation of mathematics pathways.
	Advises on how to communicate with and build support among faculty. Acts as spokesperson for the task force and advocates for the work.
	Serves as a liaison to his/her institution and fellow faculty members at the institution. Engages faculty from other disciplines on the role of mathematics in their programs of study.
Key Skills	Strong communication skills and/or access to important communication structures/ networks.
	Ability to anticipate and address the needs and concerns of diverse faculty.
Commitment	Phase 1: Engages intensively in task force work and attends 10–12 in-person (or virtual) meetings, plus complete assignments in between meetings. Phases 2 and 3: Plays essential role as advocate and champion of the task force recommendations. May also take a role in guiding the implementation at institutions (not necessarily required).