

# Identifying Task Force Members

## (Part II Only)

### 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	
<p>One co-chair should represent 2-year mathematics faculty, and the other co-chair should represent 4-year mathematics faculty.</p> <p>A co-chair from the flagship university is desirable.</p>	
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	<p>Attends the 2-day Leadership Academy hosted by the Dana Center and other Dana Center events.</p> <p>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.</p> <p>Phases 2 and 3: Monitors progress on action plan and prompts actions, as needed. Supports or oversees communication campaign. Provides ongoing advisory role.</p> <p>The Dana Center recommends a commitment of .25 – .50 FTE to cover these duties.</p>

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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).

<b>Commitment</b>	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.
<b>Task Force Member (2-yr and 4-yr faculty, approximately 10 +/-)</b>	
Task force members should be selected to represent the diversity of mathematics faculty.	
<b>Qualifications</b>	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.
<b>Role</b>	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.
<b>Key Skills</b>	Strong communication skills and/or access to important communication structures/networks.
	Ability to anticipate and address the needs and concerns of diverse faculty.
<b>Commitment</b>	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).