

## Connection Champions – Key Postsecondary Faculty to Include in Alignment

- **Faculty who teach entry-level, credit-bearing coursework in English and mathematics on the 2- and 4-year campuses** – It is important to engage faculty from as many campuses as possible in order to determine the degree to which the state’s high school exit standards align with a statewide postsecondary perspective on entry level skills for college algebra and freshman composition. It will also be interesting to note the degree to which the entry-level skills for these courses are defined differently from campus to campus. Include in this group faculty who teach the entry level mathematics and English courses for math and science intensive majors.
- **Faculty in mathematics and English who coordinate campus assessment and placement activities** - In some cases these individuals might include faculty who run campus assessment or resource centers or faculty who coordinate the administration of an assessment created by their department or English or mathematics faculty.
- **Faculty across the arts and sciences who are leading campus committees or efforts to identify and assess student learning outcomes** – This group may include senior faculty or department chairpersons who bring the institutional knowledge of past and current campus efforts to the alignment process. This group may also include individuals from related disciplines (e.g., business, science, social sciences) who have experience in articulating student learning expectations in mathematics and English that are critical to success in entry-level coursework in that discipline.
- **Faculty with institutes, centers, or projects to improve the preparation of middle and/or high school students in mathematics and English Language Arts and have established partnerships with high schools and districts across the state** – This group may include representative faculty serving on state standards and assessment panels or those who direct the state content area associations and work in partnership with high school reform efforts (e.g., Teachers of Mathematics, Teachers of Writing, etc.).
- **Faculty in the applied and technical fields from the programs at 2- and 4- year institutions that connect directly with the state’s workforce preparation effort** - These individuals contribute perspectives on the rigor of math, reading, and writing skills required in entry-level coursework in the technical and applied fields that a number of students will enter after high school. This group may also include two-year faculty that work directly with employers and boards to define curricula for occupation/certificate programs.
- **Faculty in entry level sequences in teacher education programs at 2- and 4- year institutions** – Include representative college of education faculty who prepare teachers for middle and high schools and arts and sciences faculty who teach related content coursework to these same prospective teachers.