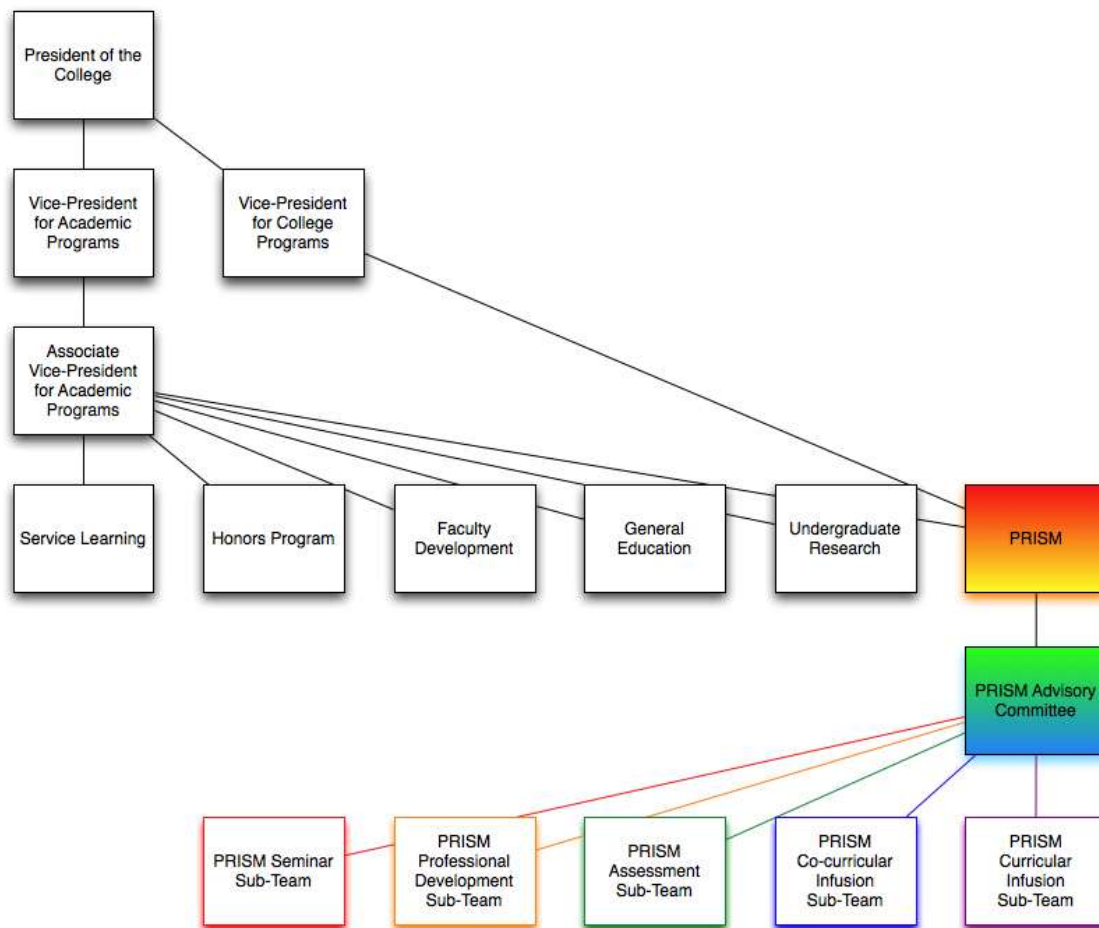


## 10 — Organizational Structure

The QEP Committee is committed that the organizational structure of PRISM should be robust enough to support its many facets, yet remain in concert with established program administrative structures in place at Meredith College.

An effective organizational structure must demonstrate clear lines of communication between the senior levels of administration, the program director and team leaders, and the many faculty, staff, and student leaders who will carry out the program initiatives. This type of woven web speaks to the desired outcome of a campus culture infused with critical thinking initiatives that are part of the fabric of campus.



The PRISM Experience is similar to other special academic programs on the campus of Meredith College, including our General Education program, the Honors program, the Undergraduate Research program, Faculty Development, and Service Learning. Similar to these existing academic initiatives on campus, the PRISM Experience will be housed administratively within the Academic Programs division of the college and will report to Associate Vice-President for Academic Programs and to the Vice-President for Academic Programs. In addition, because the program is truly intentional about infusing its strategies across all campus units, the project will also report and maintain close communication with the Vice-President for College Programs.

All of the special academic programs in existence have a part-time director—in four of the five cases, a member of the teaching faculty with release time—and some small amount of administrative assistance that varies by program. The College simultaneously recognizes the role of teaching faculty to provide leadership in these programs and, yet, is loathe to reassign faculty from the classroom. One by-product of this project is an opportunity for the college to evaluate the effectiveness of this approach and suggest a more unified approach to staffing and supporting special academic programs across campus. The College has appointed a member of the teaching faculty as the initial PRISM Director. Similar to other programs, the College will provide the Director with course release time and some administrative assistance support.

The initial QEP Steering Committee has remained intact and continues its work into the 2009 – 2010 academic year, now known as the **PRISM Implementation Team**. The commitment of the original committee members to the implementation of the project speaks to its broad-based development. Dr. Mark O'Dekirk and Dean Ann Gleason continue as Co-Chairs of the PRISM Implementation Team and Dr. Timothy Hendrix was appointed in Summer 2009 as the initial QEP Director, now the PRISM Director. Dr. Marie Sumerel, Director of Academic and Career Planning, filled a vacancy on the committee previously held by an academic advising staff member. Three additional faculty members not on the original committee are among a small number of faculty who have given freely of their time, interested in the development of the project, and now join the PRISM Implementation Team. Two of the three original student members will also continue on the Implementation Team. The Implementation Team represents faculty across college divisions and administrative staff who work with students in both academic and college programs.

As the project prepares in the 2009 – 2010 year for implementation in the pilot year and following, the final organizational structure will evolve. Current plans are for a steering committee—the **PRISM Advisory Committee**—that will include the current team members with any replacements or additions as occur naturally over the course of five years. The PRISM Advisory Committee will have the major responsibility, under the guidance of its Co-Chairs and the PRISM Director, to monitor the activities and progress of the PRISM Experience. Current practice on campus is that committee assignments rotate on a three-year cycle. Initially, PRISM Advisory Committee will operate with standing members, and then transition into a committee with a rotation cycle to be determined.

Small sub-teams (each of a size appropriate to the task—2 to 5) will be formed to address different components of the project. Faculty and staff that have expertise, interest and willingness to serve will work on the sub-teams guided by PRISM Advisory Committee Members, who will serve as team directors. Each sub-team will report recommendations, actions, and findings back to the PRISM Advisory Committee. We anticipate the following sub-teams that, initially, will monitor aspects of the project:

- **PRISM Seminar Team** – This team will establish criteria for seminar proposals and selection, identify needs and resources for the seminar, and monitor quality of implementation as well as effectiveness of the DELTA (Δ) Professional Learning Communities associated with the seminar.
- **PRISM Curricular Infusion Team** – This team will establish criteria for CT designated courses throughout the college curriculum, establish criteria and make selections for course enhancement stipends, make recommendations

about resources and needs, and monitor the success of infusing critical thinking in the mid- and upper-levels of the curriculum, including the effectiveness of the DELTA ( $\Delta$ ) Professional Learning Communities associated with infusion.

- **PRISM Co-Curricular Infusion Team** – This team will help generate and establish mechanisms for infusing critical thinking experiences in college programs across campus, identify areas where connections can be built across the curricular and co-curricular aspects of campus life, and establish criteria for and make selections of proposals for the PRISM Infusion Fund.
- **PRISM Professional Development Team** – This team will maintain communication with the other implementation teams and the campus at large to identify needed areas of professional development to meet the needs of the program. They will make recommendations to the PRISM Advisory Committee about possible professional development sessions, help support the implementation of professional development activities along with the PRISM Director, and monitor the effectiveness of professional development opportunities.
- **PRISM Assessment Team** – This team will work with the Director of Research, Planning & Assessment to monitor the implementation of assessment activities and strategies, recruit and work with faculty and staff to implement rubrics for critical thinking across campus, and make recommendations to the PRISM Advisory Committee based on the evidence collected throughout the project.

The PRISM Advisory Committee and its sub-teams are not intended to operate in isolation nor in a vacuum separate from the established means of faculty and academic governance on our campus. Any recommendations of academic curricular initiatives will be submitted through the proper channels, and professional development initiatives will be coordinated with the campus' Director of Faculty Development and committee. By the end of the initial five years of PRISM, depending on the direction of its initiatives, it is very possible that some functions of the sub-teams could be absorbed into existing college committees. If PRISM is successful in meeting a college-wide need to infuse critical thinking across campus, then many of the initiatives will be integrated into the academic, co-curricular, and faculty development structure of campus. At that point, the PRISM Advisory Committee will be structured to focus on more unique aspects of the PRISM program.

The PRISM Implementation Team and subsequent PRISM Advisory Committee will consider other campus-wide mechanisms to increase communication and participation. One suggestion is to identify a faculty/staff representative from each school and from each campus unit to serve as a PRISM Ambassador. The PRISM Ambassador would serve as a more "localized" liaison between the Project and the actual campus unit, sharing information, encouraging participation, and soliciting feedback from his/her colleagues.

The PRISM Seminar and the PRISM Infusion accommodate the capacity for collegial support, known as the Delta ( $\Delta$ ) Professional Learning Communities. Delta ( $\Delta$ ) is an intentionally selected name for this structure of ongoing faculty and staff support in critical thinking teaching and learning. In most disciplines, the Greek letter "*delta* ( $\Delta$ )" is used to represent "*change*" in a quantity. To meet its ambitious goals, PRISM must become a catalyst for change on our campus—change in the ways we teach, change in

the ways we learn (and model learning for our students), change in the ways we make decisions instructionally and programmatically, change in the expectation levels we set, and change in the level of responsibility we wish to instill in all students.

Many faculty and staff across campus have expressed the need for a central, or unified, location to support innovative teaching both in and out of the classroom. A DELTA ( $\Delta$ ) is also a geographic entity, usually at the mouth of a river. The QEP Committee hopes the DELTA ( $\Delta$ ) could become such a centralized location for our campus, at the mouth of our many tributaries, to provide an organized support mechanism for faculty and staff to make the changes that we see as needs on our campus in how we all learn.

Through normal administrative channels, the PRISM Director will work with the Co-Chairs and the PRISM Advisory Committee to implement, monitor, and evaluate the strategies of the PRISM Experience—embedded within the currently established faculty governance and administrative structure of the College.

DRAFT