



TH[💡]NK 2 IMPACT

Quality Enhancement Plan
2020



TH[💡]NK 2 IMPACT

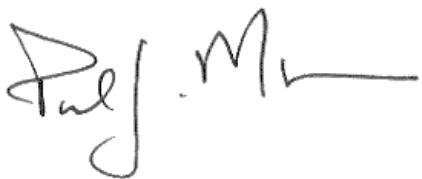
Developing students' critical thinking skills is an essential part of any undergraduate academic program and a core responsibility of our academic community. At the Montreat College, it is a core component of our mission which calls for intellectual inquiry, spiritual formation, and preparation for calling and career.

I am proud to present *T2I: Think to Impact*, Montreat College's Quality Enhancement Plan (QEP). *T2I* is designed to foster critical thinking skill development in undergraduate education and co-curricular learning experiences by enhancing faculty development and modifying student learning environments.

As we outline in the following pages, *T2I* sets forth an ambitious set of actions, unites our community of scholars around educational outcomes, and reflects our ongoing commitment to improve education. We are excited by the opportunities this QEP offers our students and faculty and look forward to sharing our QEP vision with the On-Site Review Committee during their visit to campus.

Thank you very much for the attention you are giving to Montreat College's reaffirmation of accreditation process.

Sincerely,



President Paul Maurer, Ph.D.





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Executive Summary



Throughout the Summer and Fall of 2018, faculty and staff at Montreat College (MC) participated in a series of focus groups to discuss current issues and identify areas needing improvement that would benefit the largest number of students. In December of 2018, “Critical Thinking” was selected via a campus-wide vote for MC’s Quality Enhancement Plan (QEP) topic.

Prior to the implementation of the QEP, MC did not have a unified plan of action for campus-wide development of critical thinking for students. The QEP Committee believed this lack of college-wide intentional planning created a gap in student learning and development. This hindered students from acquiring the skills to graciously impact the world around them and implicitly allowed personal opinion and emotional reasoning rather than the skills of identification, recognition, and explanation of multifaceted ideas to be cultivated. Therefore, the student learning outcomes (SLOs) for Montreat College’s 2020 QEP, *T2I: Think to Impact*, are:

1. **Identify:** Students will be able to identify or derive alternative interpretations of data or observations.
2. **Recognize:** Students will be able to recognize new information that might support or contradict a hypothesis.
3. **Explain:** Students will be able to explain how new information can change their understanding and ability to address a problem, so they can graciously and effectively engage with the world.

This QEP will not focus on graduate students in order to maximize its impact on MC's undergraduate student body. Student learning outcomes are summarized for students with three verbs: *Launch*, *Reinforce*, and *Impact* (Figure 1.1 and Appendix A).

Figure 1.1.

Critical Thinking student learning outcomes at Montreat College.



Launch (SLO 1) will take place in the first-year courses, Interdisciplinary Study 1102, Interdisciplinary Study 1202, and General Education 2150. In these courses, first-year students will be introduced to a questioning skillset for the purpose of identifying alternative perspectives and interpretations of information. When students develop an ability to ask questions, the ability to grow beyond emotional reasoning and into identifying alternative interpretations of information occurs.

Reinforce (SLO 2) is for students within their major course work, with the purpose of reinforcing critical thinking through recognizing, within their specific major, how information may support or contradict various field related components. The ability to critically think through and discern relevant from irrelevant information within one's major prepares students for engaging in real-world issues pertinent to their chosen field of study.

Impact (SLO 3) will take place within the senior level course Interdisciplinary 4161: Seminar on Faith and Life, with the purpose of empowering students to implement the skills developed in *Launch* and *Reinforce*. Students at the *Impact* tier will implement the skill of explanation within Interdisciplinary Study 4161 regarding relevant contemporary issues. A student's ability to transfer critical thought into actual communication of ideas is essential for graciously and effectively engaging with the world around them.

This transition into a skill-based development model of critical thinking includes a critical thinking assessment for student learning outcome evaluation, the introduction of new critical thinking texts and assignments at strategic points in curricula, and one course per major incorporating "T2I in the Classroom" components.

Subsidiary support for skill-based T2I student development includes campus-wide forums titled *T2nights* for critical thinking hosted each fall. Additionally, each academic year students under the guidance of Faculty Fellows are provided an opportunity to be a part of an established group known as *The Fellowship of Philosophers* (Appendix C). Each of the subsidiary supports promote, in arenas outside the classroom, development of a critical thinking culture within the College.

Additionally, students having shown leadership in critical thought within their given *Fellowship of Philosophers* group are recommended by the Faculty Fellows in the Spring of each academic year to lead as *Wandering Philosophers* (Appendix D), who create and engage in peer-to-peer interaction with critical thinking. The *Wandering Philosophers* are students

who have participated in the *Fellowship of Philosophers* for the duration of the fall semester and, although still engaged in the *Fellowship of Philosophers* for the remainder of the academic year, choose to also lead peers into critical thought and gracious explanation in the way that has been modeled to them. Furthermore, faculty will participate in bi-annual critical thinking professional development training and quarterly faculty and staff fellowships for the cultivation of a critical thinking culture.

Chapter 1: Topic Identification



QEP Topic Selection Process

The topic of critical thinking was identified through ongoing, comprehensive planning and evaluation processes involving the entire College. The Accreditation Reaffirmation Taskforce (ART) served as the QEP selection committee. The ART met weekly during the 2018-2019 academic year. During these meetings, the committee reviewed SACSCOC QEP guidelines and ensured adherence to QEP processes were followed.

The topic selection for the 2020 QEP began with campus-wide brainstorming sessions in April-September 2018. Upon identification of the top three topics for the QEP, an institution-wide voting process took place. Faculty, staff, Student Government members, and the general student population were asked to vote via paper or online ballot for their preferred QEP topic. The top three finalists were Communication - Oral, Technological, Interpersonal; Advising and Mentoring; and Lifelong Learning - Teaching, Learning, and Critical Thinking.

Montreat College constituencies were asked to give a weighted vote for the QEP finalists. First-place votes received three points. Second place votes received two points. Third place votes received one point. The final outcome resulted in the choice of Lifelong Learning: Teaching, Learning, and Critical Thinking as the College's QEP (Appendix E).

The ART utilized votes from the brainstorming sessions of April - September 2018 in conjunction with the selected topic of Lifelong Learning: Teaching, Learning, and Critical Thinking to further refine and ensure all constituencies were represented by the final topic, which led ultimately to critical thinking.

Educational Outcomes

Critical thinking is disciplined thinking that is clear, rational, open-minded, systematic, and informed by evidence (Appendix F).

The QEP critical thinking definition incorporates MC's Educational Outcome (EO) definition of critical thinking. To ensure that specific programs of study are compatible with the institution's mission and goals, the institution requires these programs to conform with the EOs, which have been crafted to align with MC's mission and vision. The School of Arts and Sciences (SAS) academic catalog and the Adult and Graduate Studies (AGS) academic catalog delineate the Three Pillars of the mission: Intellectual Inquiry, Spiritual Formation, and Preparation for Calling and Career. Both catalogs show how the College's EOs align with each of the Three Pillars (SAS, Appendix G, pg. 27; AGS, Appendix H, pg. 24). Table 1.1 shows a snapshot of the eleven EOs as hierarchically nested under one of the Three Pillars. One of these EOs is critical thinking.

Table 1.1.

Three Pillars of MC and the Educational Outcomes

Pillar	Education Outcomes
Intellectual Inquiry	<ul style="list-style-type: none"> a. Effective written and oral communication skills b. Critical thinking and problem-solving skills c. Essential computer information systems skills. d. Competency in their academic majors.

Spiritual Formation	<p>a. An informed, biblical worldview that includes the following:</p> <ul style="list-style-type: none"> .The sovereignty of God over all creation and knowledge .A lifestyle of Christian service to others and the community .The recognition of the intrinsic worth of self and all persons. .A genuine critical openness to the ideas and beliefs of others. .The formation of values and ethical reasoning. .An appreciation for what is beautiful, true, and good in the arts and literature .Respect for an attitude of stewardship toward the whole of creation. .An understanding of the past and its interconnectedness with the present and future.
Preparation for Calling and Career	<p>a. Interpersonal and team skills and an understanding and appreciation of their personal strengths and weaknesses.</p> <p>b. Dispositions toward reflective and responsible citizenship needed to fulfill calling as effective leaders and committed laity</p>

Literature Review

British philosopher Bertrand Russel stated, “most people would sooner die than think; in fact they do so.” Russel was referencing the act of critical thinking. Although basic, instinctual thinking is a natural process, critical thinking is not. Untrained instinctual thinking is often “biased, distorted, partial, uninformed, and potentially prejudiced” (Duron, Limbach, & Waugh, 2006, p. 160). On the other hand, critical thinking requires a certain skill set that is not inherent in most individuals (Elder & Paul, 2009). Critical thinking is essential, though, to delineate between what is true and false, and how to exist in a civil, multicultural society (Vincent-Lacrin & Dominguez, 2019).

According to social learning theory, humanity desires homeostasis, or an unchanging or unchallenged set of opinions which are closed to new information (Aronson, 2012). Homeostasis in this context means that humans would rather remain in a mindset or opinion even if one's line of thinking is inaccurate or limited because the *known* is more mentally secure than the *unknown*. Rather than question personal opinions or perspectives, most humans will seek comfort. However, an important and overarching goal of education is critical thinking and the relevant information to inform that thinking, not comfort (Lukianoff & Haidt, 2018). Critical thinkers are lifelong learners who "...raise vital questions and problems, formulate them clearly, gather and assess relevant information, use abstract ideas, think open-mindedly, and communicate effectively with others" (Duron, et al., 2006, p. 160). In contrast to this, passive thinkers are those that value simple personal perspective and emotionally driven opinion as of chief relevance and value, creating a "...limited and egocentric view of the world..." (Duron, et al., 2006, p. 160).

"Critical thinking is the number one practice that allows us, as students, to take any ownership of our education."

- Josh Coe, Interdisciplinary Studies, Senior, '20, SGA President

Human instinct is to believe oneself to be perpetually correct unless forced out of such belief (Smith-Acuna, 2011). However, the inability to move beyond homeostasis of thought is antithetical to critical thinking. One does not "need to be a world-class scientist or artist to appreciate the world contains mysteries and puzzles, or even to solve some of them. One just needs to look around and ask questions. All around are messages and clues waiting to be discovered and interpreted" (Ryan, 2017, p. 42). College is a time of student development, not simply in the realm of academics, but also within personal, social, and emotional processes (Jacobs, 2018). Montreat College has identified the need to develop a skill-based learning model for students to cultivate the skill of critical thinking within one's academic field, as well as for lifelong learning. Faculty at varied institutions unanimously agree that the development of critical thinking skills in students is an imperative (Eagan, et al., 2014). Cultivating competence in critical thinking empowers students to impact the world during their tenure at MC and beyond.

Critical thinking is not merely an issue of correctness or academic success, the ability to think critically is a character issue - intellectual honesty is still honesty, making critical thinking an overwhelmingly moral issue (Garber,

2014, p. 48). As Yount (2010) shares, "It is wonderful to exegete 'By this all people will know you are My disciples, if you have love for one another' (John 13:35). It is quite another to actually love others" (p. 314). Knowing the right answer and possessing the right formula is not enough. Such a reality is understood within Christian education, as Christian higher education functions from the knowledge that a Creator God imparted His very image, the *imago Dei*, upon humanity. Part of the *imago Dei* is that of divine characteristics (i.e. graciousness), which should construct not just conception of the self, information and others, but also how one chooses to utilize the skills one possesses.

Skillsets without social-emotional intellect rarely have a positive impact on individual development and, on the contrary, possess the potential to cause great harm (Garber, 2014). A 2018 article from *Psychology Today* denoted the top seven skills Google now looks for within graduates, each of which rests more within the social-emotional skill set rather than any purely academic field (Elmore, 2018). Of the seven skills noted five are addressed within MC's QEP *T2I: Think to Impact*: (1) communicating and listening well, (2) empathy and support toward colleagues, (3) critical thinking, (4) problem solving, and (5) connecting complex ideas (Elmore, 2018). Critical thinking is the overarching focus of *T2I*, however, each of the aforementioned skills fall into one of the three identified SLOs of *T2I* – Identify, Recognize, and Explain.

In conjunction with learning the skills for critical thinking *T2I* also encourages "gracious impact" with these skills. To be gracious is to act with humility and in charitable consideration of those with whom one is interacting, remembering the dignity and worth of all people inherent in the *Imago-Dei* (Genesis 1:26, Appendix F).

Critical Thinking in the Classroom



As noted above, the three student learning outcomes of *T2I* are (1) Identify (2) Recognize, and (3) Explain. Through the utilization of the current learning structures, the College has initiated a scaffolding process (Appendix A) wherein the student learning outcomes of *T2I* build upon one another throughout a student's tenure. Bok (2006) emphasized the importance of critical thinking, but with acknowledgement that higher educational institutions have historically failed to teach critical thinking well in part because there is no connectivity or synergy of critical thinking skills between courses. According to systems theory, for systems change to occur there must be a process wherein scaffolding and building of skills compound upon one another for the sake of strengthening a given concept ("closing the loop") (Smith-Acuna, 2011). Within *T2I*, the given concept is critical thinking and the scaffolding process takes place primarily within the structure of student coursework. Additional accessory support structures for

"During my time at Montreat, I was greatly challenged and encouraged to think critically about the concepts presented in the classroom. However, I found difficulty in developing critical thought processes for every subject. My educational experience at Montreat could have significantly benefited from a curriculum that incorporates critical thinking. If critical thinking was integrated into the curriculum, I would have gained the skills and tools necessary to expand my critical thought processes in more of my classes and in other areas of my life, preparing me to take what I have learned and apply it in order to impact the world around me."

- Charlye Goins '19, Psychology

T2I are also implemented and will be outlined in the following pages, however, the crux of *T2I* is found within the coursework.

Courses will be rewritten and revised to ensure the curriculum pertaining to each of the identified SLOs is developmental of the SLOs. Each SLO was chosen from the Critical-thinking Assessment Test (CAT). The CAT test was devised as an evidence-based, robust assessment of critical thinking skillsets (Grant & Smith, 2018). The SLOs of *T2I* were derived using the CAT because each chosen outcome has "...not been found to have cultural bias when used at institutions in the United States and have proven beneficial across a diverse range of institutions from community college to Ivy League institutions – in both STEM (Science, Technology, Engineering, and Mathematics) and non-STEM disciplines" (Haynes, Lisic, Goltz, Stein, & Harris, 2016, p. 49).

The implementation of a skill-based system for critical thinking within coursework ensures students develop the capacity of *transfer of skill* from one course to another. The ability to *transfer* signifies students, rather than only having specialized thinking for a given degree program, are able to broadly apply skills learned across programs of study and disciplines (Donald, 2002).

A recent study conducted at two major universities asked educators in general education (a) what do faculty think about the levels of critical thinking in students, and (b) how do faculty evaluate the efficacy of their classroom approaches aimed at developing critical thinking in students? (Nicholas & Raider-Roth, 2016). In response, the faculty expressed frustration and uncertainty in regards to critical thinking development with students. Montreat College constituencies were comparable when posed with similar questions, expressing the need for the College to have a specific plan of action for campus-wide development of critical thinking for students, as prior to *T2I* the College did not have a specific plan of action for campus-wide development of critical thinking for students, nor the ability to fully provide students with skills to graciously impact the world around them (see *Topic Selection*, this report). Creating a QEP that scaffolds critical thinking skills will empower students to open and close the loop on critical thinking development during their time at MC.

The rationale for implementing a critical thinking scaffolding process in the classroom was best explained by Abrami and colleagues (2008), as "...making CT requirements a clear and important part of course design is associated with larger instructional effects. Developing CT skills separately and then applying them to course content explicitly works best; immersing

students in thought-provoking subject matter instruction without explicit use of CT principles was least effective.” Behar-Horenstein and Nui (2011) similarly concluded that critical thinking is more effectively taught when made explicit: “Improvements in students’ critical thinking are more likely to occur where the teaching of these skills is explicit rather than implicit.”

Defining Student Learning Outcomes

Identify

Identify is a student learning outcome for *T2I*, wherein students will develop the skill of deriving alternative interpretations of data or observations. Identify will be introduced to students during their first year within the *Launch* phase of *T2I*. Literature indicated the process of identifying alternative perspectives involves understanding “science and research require creativity: improve things, invent new solutions, better understand problems, take new perspectives and propose new ways of thinking even though you admire the giants on which shoulders you are standing...” (Vincent-Lacrin, et al., 2019, p. 234). Ryan (2017) shared that when individuals do not seek to identify alternative perspectives and become stagnant in thought the wealth of mystery and potential for impact is deleterious. Haynes and colleagues (2018) presented a study wherein “Faculty members indicated an increased effort to go beyond just teaching facts and to, more specifically, help students creatively think by developing and evaluating alternative explanations to problems” (p. 51). Faculty within the Haynes et al. (2018) study denoted a primary way in which such was accomplished was through that of asking students questions about real-world problems and empowering students with the opportunity to identify the problems’ potential solutions.

Development of the Identify learning outcome allows students to move from dichotomous (i.e. all-or-nothing) thinking and into considerations of alternative outcomes or possibilities. Lukianoff and Haidt (2018) provided a rationale for the elimination of dichotomous thinking as not just being a move which enhances critical thought, but also one which empowers gracious response to others and the world. In being able to creatively think about alternative interpretations where one may have once voiced “...the people on the ‘other side’ are moving farther and farther away from (me) on a broad set of moral and political issues, so it stands to reason that (I) would feel more and more negatively toward them” (Lukianoff, et al., 2018,

p. 129), now one can voice a greater understanding that fosters connectivity rather than isolation.

Eliminating isolation through thinking critically empowers students to graciously impact the world, and as this happens the forces of confirmation bias, groupthink, and tribalism will begin to diminish (Lukianoff, et al., 2018). Therefore, the text *Wait, What?: And Life's Other Essential Questions* (Ryan, 2017) has been built into the courses Interdisciplinary Study 1102 (Appendix B), Interdisciplinary Study 1202, and General Education 2150. *Wait, What?: And Life's Other Essential Questions* (Ryan, 2017), along with course assignments, provoke students to begin the process of asking questions to identify alternative interpretations of data or observations, recognize new information that might support or contradict a hypothesis, and explain how new information can change one's understanding and ability to address a problem.

Recognize

Following the *Launch* phase of *T2I* is the *Reinforce* phase. *Reinforce* takes place during a student's major coursework and builds upon the SLO gained within *Launch*. The SLO associated with *Reinforce* is Recognize. Research indicates recognizing where information supports or contradicts a given hypothesis is a skill widely accepted as a necessity for success, but bringing such a skill into the classroom and helping students improve their ability to do so is challenging (Tsui, 2002). Despite the valued importance of critical thinking skills, higher education courses have a pervasive tendency to emphasize the rote retention of factual information (Lisic, 2015; Oros, 2007; Stein, Haynes, & Harris, 2009), therein preventing the long-term assimilation of new information and problem-solving skills, which are empowered by the process of recognizing all sides of a given component. Lisic (2015) provided further research revealing that objective tests of factual information are the primary type of assessment in higher education courses, which continues to support rote memorization rather than transferrable learning and recognition of the various elements of information informing a decision, outcome, or result. When researchers "...examined higher education test breakdown in the context of Bloom's taxonomy, 60% of test questions were at the Knowledge level, 20% at the Comprehension level, and 15% at the Application level" (Lisic, 2015, p. 37). Memorization of factual information is essential to the college experience but will not serve

students well if they cannot recognize how to discover a holistic picture of a presented problem within the learned information.

Therefore, over the next five years, the student learning outcome of Recognize will be built into, at a minimum, one course per major to ensure the largest number of undergraduate students are empowered with the reinforcement of critical thinking skills. Through the particular student learning outcome of this second phase, students will be better able to separate relevant and irrelevant information within their specific field, to integrate multiple sources of information to solve problems and to learn and apply new information to solve real-world issues.

Explain

Closing the loop on critical thinking in the classroom is the student learning outcome of Explain. The student learning outcome of Explain occurs in the *Impact* phase. Undergraduate curricula focusing primarily on identifying alternative interpretations as well as recognizing the various components informing a given situation are a good starting point, however, such a skill set is of limited use if students cannot explain these truths in a way that is broadly understandable in order to graciously impact the world. Research by Noblitt, Vance, and DePoy-Smith (2010) shared of the sciences, "Science curricula that provide students with significant opportunities to improve their communication skills will provide a useful service. Development of such communication skills must be specifically focused on conveying scientific concepts to both scientific and nonscientific audiences" (p. 26). What Noblitt et al. (2010) shared regarding the sciences can be said of any field, as students must understand the importance and relevance of explaining concepts to an audience that may or may not be a part of one's primary discipline.

Therefore, Explain will be the student learning outcome for the final year of coursework. The purpose of Explain is to have the ability to graciously, effectually and precisely engage the world with novel or unconsidered ideas. The curricula of Interdisciplinary Study 4161 will be modified to include a case-study revolving around a relevant contemporary topic, wherein the student must display identification, recognition, explanation through effective and gracious communication to their classmates. Case-studies have been chosen for this particular course due to their perceived ability to improve critical thinking and give a broad view of the importance of specific topics to individual fields of study (Yadav et al., 2007; Brookfield,

2012). It is generally accepted that case studies do not improve students' factual knowledge of concepts in their field, but they do equip them to creatively apply their preexisting knowledge to advance in critical thinking (Dochy et al., 2003).

Support for T2I Development and Implementation

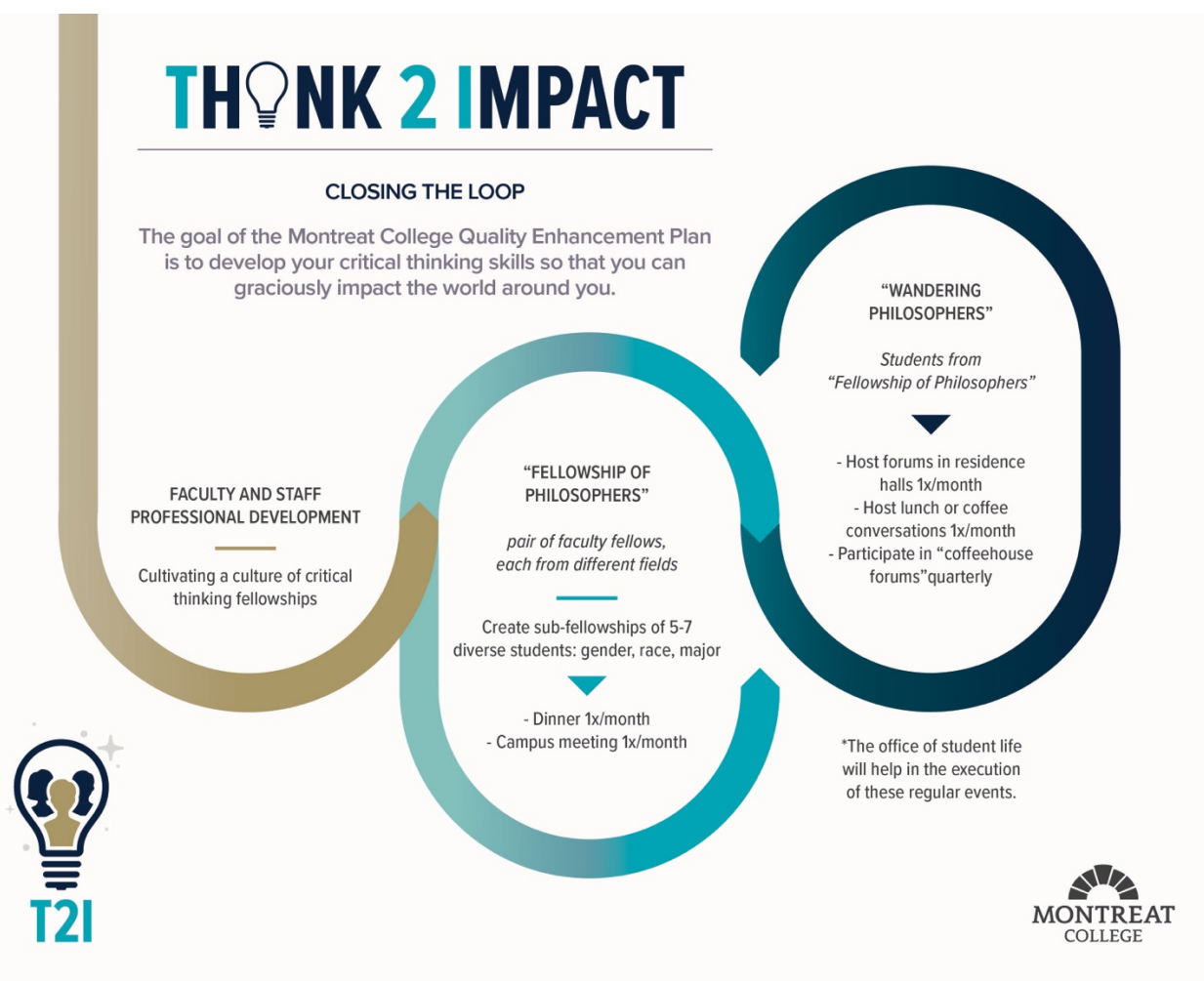
In addition to the scaffolding process of *T2I* in the classroom, ancillary support for the development and implementation of the QEP will be established. The primary method of ancillary support will be professional development of MC faculty and staff and the outflow of such development. Ash et al. (2009) suggested a connection between professional community, faculty development, and critical thinking instruction. Professional collaboration is an integral part of the faculty development process. The development and refinement of new instructional strategies are most effectively done as part of a professional community (Eddy & Garza Mitchell, 2012). Collaboration between faculty members is often described as innovative and energizing (Hill, Kim, & Lagueux, 2007; Eddy et al., 2012; Stevenson, Duran, Barret & Colarulli, 2005). Faculty report that preparing for courses can be an isolating experience (Stevenson et al, 2005; Thomson, 2007) but in contrast the process of interdisciplinary collaboration not only provides a sense of community but also offers a fresh perspective.

Therefore, faculty and staff professional development training will take place tri-annually during *T2I*. Additionally, faculty and staff fellowships for a culture of critical thinking will take place quarterly. The professional development trainings are more formal in nature, with a structured process for gleaning information pertinent to the processes of critical thinking development with students (Ash et al., 2009). The faculty fellowships for cultivating a culture of critical thinking exist to promote camaraderie to allow for collaboration, discussion, and development among diverse fields (Hill et al., 2007; Thomas, 2007).

Faculty led *Fellowship of Philosophers* specifically impact students through a discipleship/mentorship process (Appendix V). Discipleship is a core component of the Christian faith (Matthew 28:19-20). Jesus Christ was a perennial teacher, however, he did not limit himself to lecture or public discourse but relied upon modeling through actions and relationship building as well. As a Christ-centered institution, MC will utilize the discipleship model, as outlined in the New Testament to strengthen *T2I* development and implementation. "Disciple-making is accomplished by modelers, not just

messengers. Disciples develop not merely through the intake of correct information, but also through witnessing the life and choices of others they encounter on their way” (Wax, 2014, p. 1). *T2I* Faculty fellows will be chosen specifically to be modelers. The disciples will be the students, as they learn in relation to the faculty and conversation with one another around relevant topics of the day. Brookfield (2012) shares “it can’t be overemphasized just how important it is for teachers to model their own engagement in critical thinking” (p. 82), which is exactly what the Fellowship of Philosophers allows within an intentional format. “We have found in our context that most learning and training takes place not through programmed teaching or training courses but in conversations—talking about life, talking about ministry, talking about problems” (Timmis & Chester, 2008, p. 118.) As noted within Figure 2.1 (Appendix I) components of the structured discipleship and mentorship processes take place within the *Fellowship of Philosophers*.

Figure 2.1.



The *Fellowship of Philosophers* give rise to the *Wandering Philosophers* (Appendix D) for student impact on a peer to peer level. *Wandering Philosophers* are the student employees resulting from T2I. In addition to various duties to become a *Wandering Philosopher* one must first be involved in the *Fellowship of Philosophers* for a full semester and be nominated by one's Faculty Fellows. Snyder and Wiles (2015) provided "...qualitative data from open-ended questionnaires confirming that factors thought to improve critical thinking skills such as interaction with peers, problem solving, and discussion were perceived by participants to have an impact on critical thinking gains" (p.1). The *Wandering Philosophers* initiative, like many cooperative learning strategies, empowers students to actively engage in their own learning (Cracolice & Deming, 2001). Through the guidance of the *Fellowship of Philosophers*, the student *Wandering Philosopher* will be equipped to engage at least twice monthly and once quarterly with peers without instructor intervention, but with Faculty Fellow oversight.

Engagement with peers involves the *Wandering Philosopher* choosing relevant topics of the day or big questions of life to address. Such questions help narrate the story through which human beings view reality and therein allow for gracious impact. Theologian N. T. Wright lists five determining questions, which will address and guide *Wandering Philosophers* through their time of leadership: (1) Who are we?, (2) Where are we?, (3) What is wrong?, (4) What is the solution?, and (5) What time is it? "Asking the final question, 'What time is it?' clarifies the shape of worldview thinking and keeps one from losing the important 'this-world' dimension" (Wax, 2014, p. 3) of critical thinking. Though *Wandering Philosophers* will not be limited to these questions with their engagement of various topics (e.g. impeachment, abortion rights, authority, etc.) initiating such a line of thought and requesting fellow peers step into a similar space further solidifies the culture of critical thinking for gracious world impact among students (Balswick et al., 2016).

Topic and Mission Relationship



T2I: Think to Impact aligns with the mission, vision, and strategic plan of the College. By developing the critical thinking skills of students in such a way that students are empowered for success in higher education and the workplace, students are prepared for lifelong learning and gracious world impact.

- Montreat College Mission: Montreat College is an independent, Christ-centered, liberal arts institution that educates students through intellectual inquiry, spiritual formation, and preparation for calling and career.
- Montreat College Vision: To be a leader in Christ-centered higher education regionally, nationally, and globally.

Over the next five years, MC will be focused on two principal areas of development within its strategic plan:

- Strengthen the Mission – Intellectual Inquiry, Spiritual Formation, and Calling and Career
- Strengthen the Montreat College Model – Enrollment Growth, Develop Alternative Revenue Streams, and Increase Gift Income

T2I is a carefully designed and focused course of action that addresses one of the two principal areas within the College's strategic plan: Strengthening the mission. Through the critical thinking skill-based SLOs student intellectual inquiry, spiritual formation, and calling and career are further strengthened. Further discussion regarding the student learning outcomes' role within strengthening the mission is provided in Chapter 4: *Specific Student Learning Outcomes*.

Chapter 2: Broad-Based Support for T2I by Institutional Constituencies



Building Support

In addition to the aforementioned process of topic selection, a comprehensive planning and evaluation process of *T2I* has garnered the broad base support of all institutional constituencies. In December of 2018, following the selection of critical thinking as the QEP topic, the Accreditation Reaffirmation Taskforce (ART) Team began hosting college-wide meetings wherein any faculty or staff interested in serving on the QEP Team were invited to attend. The college-wide invites resulted in the creation of a general QEP Group by January of 2018 with the intent of establishing an eventual core QEP Team from those participating in the QEP Group. In February 2019, the Chair of ART and the Vice President of Academic Affairs announced to all faculty and staff that a candidate (Dr. Megan Clunan, Assistant Professor of Psychology and Human Services) had been selected as the QEP Director.

The QEP Director assembled the QEP Team based on individuals' participation within the QEP Group, experience, diversity of College representation, and availability. Appendix J outlines the QEP Team's activity in the development of the QEP from January-December 2019. The QEP Team consists of six members and one *ex-officio* member.

The Quality Enhancement Plan Team

Kevin Auman - Associate Professor of Music Business, Kevin has been a professor for over 20 years with extensive experience in the music production and media industry. Kevin is also the chair of the QEP Marketing Subcommittee.

Ben Brandenburg (*Ex-officio*) - Assistant Professor of History, Ben uses the disciplines of history and international relations to shape students into critical and faithful thinkers, talented writers, and compassionate citizens in a changing world. Ben is the Chair of the College's SACSCOC Accreditation Reaffirmation Taskforce.

Megan Clunan - Assistant Professor of Psychology and Human Services, Dr. Clunan teaches within the School of Adult and Graduate Studies and the School of Arts and Sciences. Her professional passion involves the integration of counseling psychology with Christian theology for the purpose of holistic education. Dr. Clunan is the SACSCOC QEP Director.

David Friedrichs - Assistant Dean of Students and Director of Community Life, David is an Alumni of Montreat College's Bachelor of Science in Business Administration program, as well as holds a Masters in Higher Education from Mississippi College. David is also the Chair of the QEP Technology Subcommittee.

Josh Holbrook - Instructor of Environmental Science, Josh's primary areas of academic interest are wetland community ecology and herpetology. He enjoys educating at a place where "mere" teaching can become discipleship and students can learn how to achieve excellence as both scientists and followers of Christ. Josh is the co-chair of the QEP Faculty and Staff Development Subcommittee.

Beth Maslin - Academic Support Specialist for Montreat College. Beth created the Academic Fellows, a peer tutoring program designed to support students seeking to work smarter, not harder. Additionally, Beth works closely with students through individual coaching and mentoring. Her 'Why'

is for others to grow fully into their unique talents and abilities. Beth is the Co-chair of the QEP Faculty and Staff Development Subcommittee.

Alex Sosler - Assistant Professor of Bible and Ministry, Dr. Sosler has a strong foundation in the teleological priorities of Christian higher education. His research interests are in the area of spiritual formation, education, and theology. Dr. Sosler is also the Chair of the QEP Assessment Subcommittee.

Furthermore, each QEP Subcommittee consists of faculty and staff, representing various areas of the College, to ensure broad based constituency support and voice are incorporated within each level of QEP creation. Table 3.1, QEP Subcommittees, outlines the QEP Subcommittees and the diversified College representation.

Table 3.1.

QEP Subcommittees

Assessment	Faculty/Staff Development	Marketing	Technology
Chair, Alex Sosler – Bible and Ministry	Co-Chair, Josh Holbrook – Environmental Science	Chair, Kevin Auman – Music Business	Chair, David Friedrichs – Student Services
Megan Clunan – Psychology and Human Services	Co-chair, Beth Maslin – Academic Support	Kylee Friedrichs – Marketing and Communications	Paul Gratton – Business
Brad Faircloth – Psychology and Human Services	Elizabeth Juckett – English	Shane Kamer – Natural Science	Paul Hawkinson – Information Technology
Greg Sayadian – Cyber Security	Dottie Shuman – Outdoor Education	Mark Lassiter – Natural Science	Nathan King – Library Director

Marie Wisner – Dean for Calling and Career	Stephan Dukas – Business	Joe Martin – Communication, English, and Language	James Tippey – Cyber Security
		Robyn York – Natural Science	

College-wide Input

In addition to a diversity of representation within the QEP Team and QEP Subcommittees, involvement for all College constituencies is being carried out within the development and implementation of *T2I*. Table 3.2, *Opportunity for Input*, outlines the various ways in which all College input has occurred to-date.

Table 3.2.

Opportunity for Input

Semester	Description of Input Opportunity	Input Opportunity Format
Spring 2019	Critical thinking in specific fields	Hardcopy handout during January's All-faculty Workshop (Appendix K)
Spring 2019	QEP Goal Statement formation	Hardcopy handout at April's All-faculty Meeting (Appendix L)
Spring 2019	QEP Subcommittee nominations	Hardcopy handout at April's All-faculty Meeting (Appendix M)
Summer 2019	Goal Statement definitions	Online voting link via email to all faculty and staff (Appendix N)
Summer 2019	QEP Framework	Hardcopy to Cabinet (Appendix O)

Fall 2019	QEP Naming Campaign begins	Online voting link to all College constituencies; QEP Promotion Poster (Appendix P)
Fall 2019	Final QEP name chosen from top-three submissions	Online voting link to all College constituencies (Appendix Q)
Fall 2019	QEP Developmental Year Budget (AY 2019-2020)	Cabinet review and approval (Appendix R)
Fall 2019	Student leadership ideas for T2I awareness and implementation activities outside the classroom	QEP Director met with Student Government Association for input on ways to launch T2I awareness in Spring 2020 and for further ideas for activities in Fall 2020.
Spring 2020	Faculty Fellow Nominations	All students, faculty, and staff were invited via College wide communications email to nominate faculty for the Fellow role.
Summer 2020	Five Year Budget Presented to Cabinet	Cabinet review and approval (Appendix S)
Fall 2020	Student Fellowship of Philosophers Nominations	All students, faculty, and staff were invited via College wide communications email to nominate students for participation in the Fellowships (Appendix U)
Fall 2020	Student ideas for T2Nights event this fall	QEP Director met with Student Government President and Student Services Director to discuss involvement in helping establish the <i>T2nIght</i> event later in the fall.

Chapter 3: Specific Student Learning Outcomes



T2I Goal

To ensure *T2I* improves critical thinking purposefully, transformationally, and through engaging the largest population of undergraduate students, the College identifies one primary goal:

The goal of *T2I* is to develop the critical thinking skills of students so that they may graciously impact the world around them.

The goal will be realized by addressing a series of learning outcomes and implementing the following two initiatives: (1) *T2I* in the Classroom (Appendix A), an initiative for a process of student development which takes place beginning year one of a student's tenure and scaffolds critical thinking

skills throughout one's tenure; (2) Fellowship of Philosophers (Appendix V), an initiative of professional development designed to improve the critical thinking skills of faculty who then lead students through critical thinking and into eventual leadership among peers. The initiatives are designed to reach a wide variety of undergraduate students and alter the way critical thinking is addressed within the current College structure.

T2I Timetable

All College constituencies will be involved in the implementation of *T2I*. Implementation of *T2I* is outlined in Table 4.1.

Table. 4.1.

Timetable of T2I Initiatives and Activities

Semester	Description of Activity
Fall 2019	<ul style="list-style-type: none"> - T2I in the Classroom conceptualized - Developmental year budget created and approved - Baseline data for <i>Launch</i> tier courses gathered
Spring 2020	<ul style="list-style-type: none"> - Faculty and staff professional development begins (January, 2020) - Course identified for <i>Reinforce</i> tier and baseline data gathered. - Faculty and staff fellowships for cultivating a culture of critical thinking begin (May, 2020) - Implementation year budget created and approved - Baseline data for <i>Reinforce</i> and <i>Impact</i> tiers gathered
Fall 2020	<ul style="list-style-type: none"> - Faculty-fellows initiated - Fellowship of Philosophers for AY 2020-2021 initiated in SAS Undergrad - T2nIght Fall '20 (inaugural event) - T2I in the Classroom initiated within INDS1102, INDS1200, and GNED2150 (<i>Launch</i>); and two Departments' majors (<i>Reinforce</i>) - Faculty and staff professional development (August) - Faculty and staff fellowships for cultivating a culture of critical thinking (August and December)

Spring 2021	<ul style="list-style-type: none"> - Critical Thinking Director begins - Wandering Philosophers Spring '21 - T2I in the Classroom initiated in two additional Departments' majors (<i>Reinforce</i>) - Faculty and staff professional development (January) - Faculty and staff fellowships for cultivating a culture of critical thinking (February and May)
Fall 2021	<ul style="list-style-type: none"> - T2I in the Classroom initiated in two additional Departments' majors (<i>Reinforce</i>); and IS461 (<i>Impact</i>) - Fellowship of Philosophers for AY 2021-2022 initiated in SAS Undergrad - T2nIght Fall '21 - Faculty and staff professional development (August) - Faculty and staff fellowships for cultivating a culture of critical thinking (August and December)
Spring 2022	<ul style="list-style-type: none"> - T2I in the Classroom initiated in remaining Departments' majors (<i>Reinforce</i>) - Wandering Philosophers Spring '22 - Faculty and staff professional development (January) - Faculty and staff fellowships for cultivating a culture of critical thinking (February and May)
Fall 2022	<ul style="list-style-type: none"> - T2I in the Classroom 3-year assessment completed for all tiers - Fellowship of Philosophers for AY 2022-2023 initiated in SAS and AGS Undergrad - T2nIght Fall '22 - Faculty and staff fellowships for cultivating a culture of critical thinking (August and December)
Spring 2023	<ul style="list-style-type: none"> - Focus groups with students regarding perception of success of T2I - Wandering Philosophers Spring '23 - Faculty and staff professional development (January) - Faculty and staff fellowships for cultivating a culture of critical thinking (February and May)
Fall 2023	<ul style="list-style-type: none"> - Utilizing data from Fall '22 Spring Assessment and Spring '23 Student Focus Groups adjust or strengthen T2I accordingly

	<ul style="list-style-type: none"> - Fellowship of Philosophers for AY 2023-2024 initiated in SAS and AGS Undergrad - T2nIght Fall '23 - Faculty and staff professional development (August) - Faculty and staff fellowships for cultivating a culture of critical thinking (August and December)
Spring 2024	<ul style="list-style-type: none"> - Wandering Philosophers Spring '24 - Faculty and staff professional development (January) - Faculty and staff fellowships for cultivating a culture of critical thinking (February and May)
Fall 2024	<ul style="list-style-type: none"> - Fellowship of Philosophers for AY 2024-2025 initiated in SAS and AGS Undergrad - T2nIght Fall '24 - Faculty and staff professional development (August) - Faculty and staff fellowships for cultivating a culture of critical thinking (August and December)
Spring 2025	<ul style="list-style-type: none"> - Wandering Philosophers Spring '25 - Faculty and staff professional development (January) - Faculty and staff fellowships for cultivating a culture of critical thinking (February and May)

Student learning outcomes, developed through literature review and through consideration of the questions “What should students know post-QEP?” and “What should students be able to do post-QEP?” are:

1. **Identify:** Students will be able to identify or derive alternative interpretations of data or observations.
2. **Recognize:** Students will be able to recognize new information that might support or contradict a hypothesis.
3. **Explain:** Students will be able to explain how new information can change their understanding and ability to address a problem, so they can graciously and effectively engage with the world.

Student Learning Outcomes Support the Mission

T2I is a means of improving the overall College curriculum by supporting the College's mission: Montreat College is an independent, Christ-centered, liberal arts institution that educates students through intellectual inquiry, spiritual formation, and preparation for calling and career. *T2I* will be integrally *Christ-centered* through the focus on asking difficult questions, communicating and dialoguing about these questions and the use of a discipleship model in the *Fellowship of Philosophers* program. All of these are hallmarks of the ministry and teaching of Jesus Christ (See *the Gospel of John*). Students, faculty, and staff will tackle contemporary issues, going into the depths of *intellectual inquiry* - beyond rote memorization to adaptive skills that allow for success in many fields and are integral to *spiritual formation*, growth, and development.

Preparation for calling and career will be an important and welcomed byproduct of *T2I*. The world's most desired employers are continually seeking knowledge that goes beyond mere book smarts: they want applicants who can be creative, graciously critical and go beyond superficial standards of excellence (Elmore, 2018). Finally, students will impact the world for Jesus Christ as only critical thinkers can, having a unique ability to affect change in a cynical world.

Chapter 4: Commitment of Resources: Development, Implementation, and Completion



Commitment of Developmental Resources

Given the estimates of the QEP Team and the QEP Subcommittees, Table 5.1 shows the budget for the developmental year of *T2I*. The developmental year was the 2019-2020 academic year, with the launch of *T2I* occurring in Fall 2020. Table 5.1 was presented to and approved by the College's Cabinet on November 4, 2019 (Appendix R).

Table 5.1.

Commitment of Financial Resources for T2I Developmental Year (AY 2019-2020)

Semester	Description of Work	Anticipated Costs
Fall 2019	College-wide naming campaign	\$100
Fall 2019 - Spring 2020	Faculty and Staff Development Materials (i.e. CT handouts and texts)	\$1000
Fall 2019 - Spring 2020	Critically Thinking Podcast. Costs include a stipend that goes to the time of the podcasters (likely two). Anticipated 12-14 podcasts between the months of Nov. and June will be produced and transcribed.	\$3000 (\$1500/podcaster)
Spring 2020	Faculty and Staff Professional Development Speaker at January's All-faculty Workshop	\$1500
Spring 2020	Marketing of T2I for Student Awareness (soft and hard launches)	\$800
Spring 2020	Inaugural Faculty and Staff Fellowship for cultivating a culture of CT	\$1200
Developmental Year Total: \$7,600		

Commitment of Implementation of Resources

On July 27, 2020 an itemized five-year implementation budget was provided to and approved by Cabinet (Appendix S). The five-year implementation budget outlines the various initiatives within T2I required to ensure successful launching, implementation, and eventual internalization of the QEP within the College structures. Table 5.2 shows the itemized budget for the Academic Year (AY) 2020-2021 implementation. The itemized budget for AYs 2021-2025 are shown in Appendix T.

Table 5.2.

***Commitment of Financial Resources for T2I Implementation (AY 2020-2021):
Itemized Budget***

Semester	Description of Work	Anticipated Costs	Misc. Information
August	Faculty Fellows Stipend	\$7,200	\$1,200/fellow at 6 fellows each academic year; for further information on the Faculty Fellow role see the Faculty Fellow Info Sheet.
August - November	T2I General Marketing Needs	\$500	
August	Faculty and Staff Professional Development	\$1,500	Covers speaker, CT texts, CT materials, and so forth
September	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
October	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
October	T2nIghts	\$1,000	Once a semester forum to model critical thought with graciousness for the student body (can be filmed for online use as well) -- topics relevant to societal and cultural happenings will be chosen and graciously debated/discussed among chosen faculty/staff/speakers for student body viewing. Likely held in chapel location.
November	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
December	Faculty and Staff Cultivating a Culture of Critical Thinking Fellowships	\$2,400	Exist to promote camaraderie to allow for collaboration, discussion, and development among diverse fields. 1x Semester

January - May	Wandering Philosophers	\$2,400	\$600/Wandering Philosopher student employee/scholarship at four Wandering Philosophers each Spring
January	Faculty and Staff Professional Development	\$1,500	Covers speaker, CT texts, CT materials, and/or so forth
February	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
March	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
March	T2nIghts	\$1,000	Once a semester forum to model critical thought with graciousness for the student body (can be filmed for online use as well) -- topics relevant to societal and cultural happenings will be chosen and graciously debated/discussed among chosen faculty/staff/speakers for student body viewing. Likely held in chapel location.
April	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
May	Faculty and Staff Cultivating a Culture of Critical Thinking Fellowships	\$2,400	Exist to promote camaraderie to allow for collaboration, discussion, and development among diverse fields. 1x Semester
January - December	Critical Thinking Director	\$20,400	\$81,600 annual salary, with \$21,600 being Fringe Benefits, however starting part-time and beginning Spring of the Academic Year 2020-2021 equates to \$20,400; further information on the CT Director role see the CT Director job description.
2020-2021 Academic Year Total: \$43,900			

Commitment of Non-Monetary Resources

Non-monetary resources devoted to development and implementation of *T2I* include, but are not limited to:

- Marketing of QEP naming and logo campaigns through Instagram stories and email polls to elicit college wide votes. *
- Assessment subcommittee identifies and establishes a reliable, valid assessment to use for the *T2I in the Classroom* assignments. *
- Technology subcommittee utilizes already established social media outlets and the Montreat College app to promote critical thinking.
- Assessment subcommittee reviews INDS1102, INDS1202, and GNED2150 course assignments with the *T2I* rubric to assess for baseline data in Academic Year 2019-2020, for *Launch*. *
- QEP Team identifies one course from each major to choose an assignment to assess with the *T2I* rubric for gathering baseline data and eventual implementation of *T2I* in the Classroom for *Launch*. *
- Marketing and Communication office create visuals for the representation of *T2I* to College constituencies. *
- QEP Team writes weekly updates for the “weekly happenings” email sent out by the Marketing and Communication office. **
- Faculty and staff development subcommittee plans *T2I* discussions/activities for all monthly faculty meetings within AY '19-20. *
- Space within the library provided for the QEP Director. *
- Marketing on social media, MC website, screen-savers in computer labs, OpenLMS course introduction pages and all syllabi edited to include *T2I* goal statement. *
- Associate Dean for Calling and Career within SAS and Associate Registrar and Director of Advising within AGS work with QEP Director to build the *Wait, What?* (Ryan, 2017) text into *Launch* courses (INDS1102, INDS1200, and GNED2150). *
- Assessment subcommittee trains departments on use of the *T2I* Rubric for the purpose of gathering data from previously identified courses within each major to determine baseline data for *Reinforce*.

- Departments gather baseline data for the *Reinforce* and provide data to QEP Director within fall 2020.
- Marketing and Communication office aids in the development of visuals for promoting student awareness and involvement within the *Fellowship of Philosophers* and *T2nIghts*.
- QEP Director and QEP Team create the search committee for the Critical Thinking Director position, recommendations provided to Vice President of Academic Affairs.
- Various on-campus locations provide space for *Fellowship of Philosophers* gatherings.
- Student life works alongside QEP Team and, eventually, CT Director, to implement critical thinking events within on-campus housing.
- Student Government promotes and engages in *T2I* as student leaders within the initiative. **
- Collaboration with Writing Scholars and Writing Lab to tie in previous QEP, the Comradery of Writers, with current QEP.

*Already completed/provided

**Already completed/provided, yet ongoing

Chapter 5: Assessment of *T2I*



An assessment plan has been developed in order to measure the effectiveness of *T2I* through multiple measures, including the Association of American Colleges and Universities (AAC&U) VALUE Rubrics, student focus groups, and faculty and staff surveys regarding the success of *T2I* implementation. The assessment plan focuses on student learning outcomes but also includes program outcomes indicative of proposed changes in the environment supporting such learning. The assessment plan outlines the manner in which expectations on each of the outcomes will be established, the results collected and analyzed, and planned improvements implemented and achieved.

Development of the Assessment Rubric

Beginning in Fall 2019, the QEP Assessment Subcommittee was tasked with identifying possible critical thinking focused rubrics. The purpose of

identifying possible rubrics was for assessing the implementation and effectiveness of MC's *T2I*. After reviewing various resources, the Assessment Subcommittee determined the AAC&U's VALUE rubrics best fit MC's goal of assessing the identified student learning outcomes for *T2I* implementation and effectiveness.

The AAC&U VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment (<https://www.aacu.org/value-rubrics>). Through line-iteming various components of three AAC&U VALUE rubrics, the Assessment Subcommittee combined items into one rubric for the *Montreat College T2I Critical Thinking Rubric*. Of the AAC&U VALUE Rubrics reviewed the two chosen from which to specify elements to assess are:

- Critical Thinking VALUE Rubric (Appendix X)
- Creative Thinking VALUE Rubric (Appendix Y)

The following were the line-items chosen for assessment: an explanation of issues, the influence of context and assumptions, solving problems, and innovative thinking. Each of these line-items were chosen as each assess directly or indirectly the skill-based SLOs for *T2I* in the Classroom. The *Montreat College T2I Critical Thinking Rubric* (Appendix X) positions the College to assess *T2I* in the Classroom quantitatively.

Framing Language of the *T2I* Critical Thinking Rubric

The goal of Montreat College's *T2I* is to develop the critical thinking skills of students so that they can graciously impact the world around them. To assess the effectiveness of *T2I*, a rubric is utilized that addresses the student skills of being able to *identify*, *recognize*, and *explain* ideas and information with critical thought.

To *identify* includes the ability to identify or derive alternative interpretations of data or observations. To *recognize* involves seeing new information that might support or contradict a hypothesis. To *explain* includes the ability to communicate multifaceted ideas graciously so engagement with the world can be done graciously, effectively and precisely.

Work samples to be assessed include, but are not limited to, student reflections, course papers, discussion board posts, and course presentations.

Baseline Data

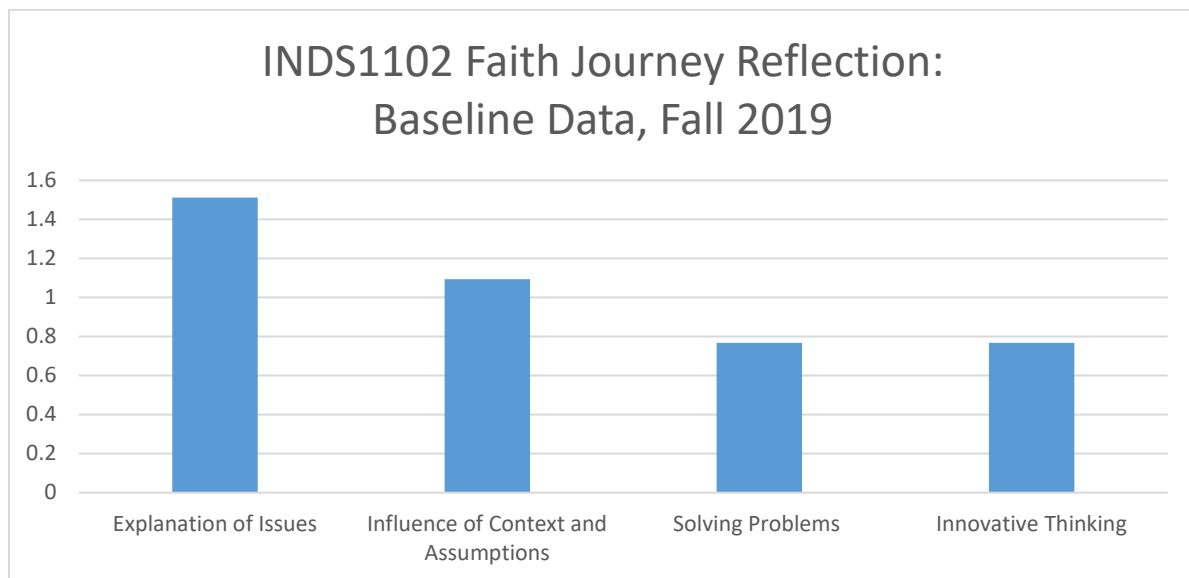
Two baseline datasets have been gathered to provide an understanding of the current state of critical thinking. The highest score one can receive within any one component of the *T2I Critical Thinking Rubric* is four. Four is representative of a capstone level. Scores of three or two fall within a milestone range. A score of one delineates benchmark achievement, while a score of zero is work that does not meet benchmark level performance.

Graph 6.1 illustrates the results of the Faith Journey Reflection assignment from Interdisciplinary Study 1102 (INDS1102) and Graph 6.2 illustrates the results of General Education 2150's (GNED2150) Mission and Vision discussion board post. INDS1102 and GNED2150 are two of the courses the College will implement curricula changes for the *Launch* tier of *T2I* in the Classroom.

The data represented in Graph 6.1 derives from over 40 assignments reviewed by the QEP Assessment Subcommittee. The highest scores were found within Explanation of Issues (average 1.5), Influence of Context and Assumptions (average 1.1) and Integrated Communication (average 1.04). The remaining score fell below the benchmark score of one, which signifies the remaining did not even meet basic level performance within assessed components of critical thinking.

Graph 6.1.

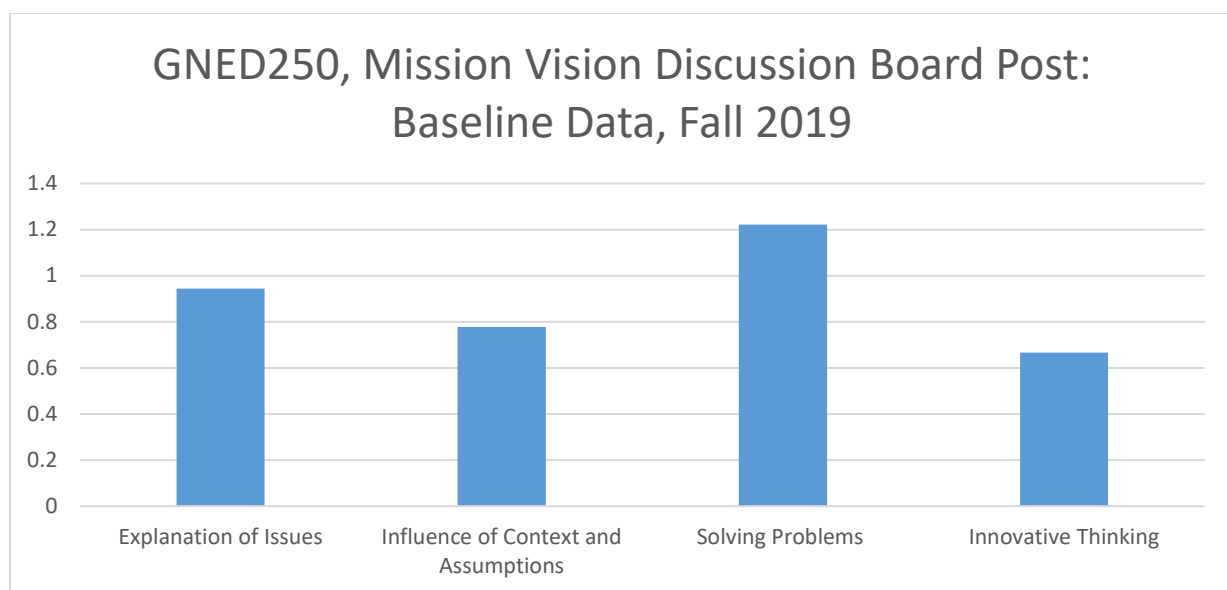
INDS1102 Faith Journey Reflection: Baseline Data



Graph 6.2 shows data from the GNED2150 discussion board post assignment, Mission and Vision. 20 assignments were assessed. Findings indicate that only two components assessed with the *Montreat College T2I Rubric* were met, on average, with benchmark success (Solving Problems and Integrated Communication).

Graph 6.2.

GE250 Mission and Vision Discussion Board Post: Baseline Data



Graphs 6.1 and 6.2 highlight the issue of critical thinking. Each graph serves as baseline data for improvement and will be used as part of the five-year interim assessment and impact report. Additional baseline data for each major's identified course within the Reinforce tier and the INDS4161 course, for the Impact tier, will be gathered in Spring 2021 through Fall 2021. The QEP Assessment Subcommittee will guide Department Chairs through the utilization of the Montreat College T2I Critical Thinking Rubric on selected assignments from each of the aforementioned courses, ensuring all baseline data is established by end of 2021.

Regarding the process of gathering initial baseline data, to ensure continuity of rubric interpretation and utilization, QEP Assessment Subcommittee members chose the same student's assignment to assess, discuss outcomes, determine process of interpretation, and arrive at an agreed upon strategy for assessment. Once collaboration for the sake of continuity was established the Assessment Subcommittee divided the remaining assignments and utilized the *Montreat College T2I Critical Thinking Rubric* to provide baseline data.

Assessment Plan

Macro Level (i.e. College Wide and General Education) Assessment.

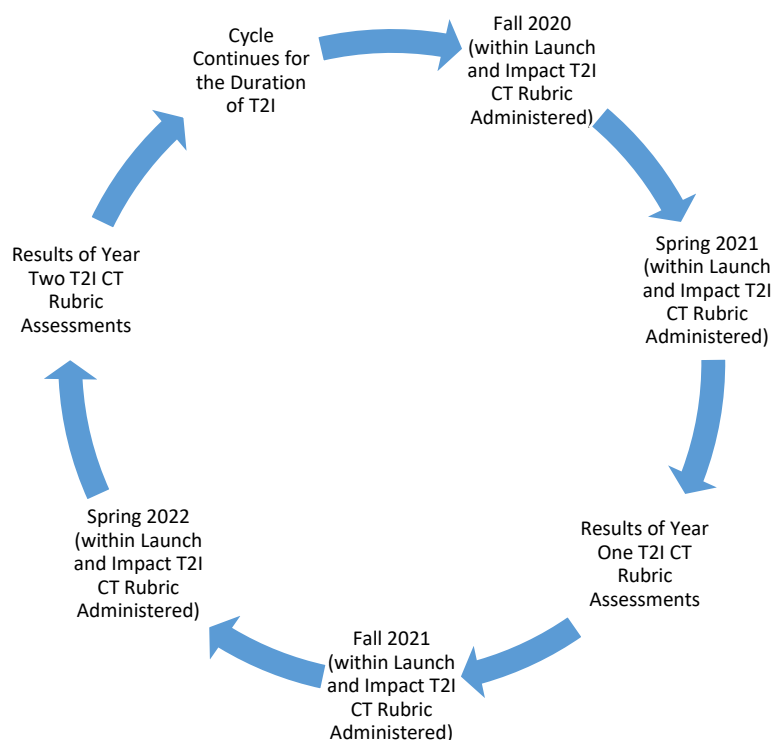
Student learning outcomes in the College General Education curricula will be assessed using the *Montreat College T2I Critical Thinking Rubric*. Annually, the College will assess the courses identified within the *Launch* and *Impact* tiers of *T2I* in the Classroom (e.g. INDS1102, INDS1202, GNED2150 and INDS4161). These assessments will allow for comparisons of first year and last year student performance on critical thinking indicators as measured by the *T2I Critical Thinking Rubric*. By year four of *T2I*, within-group analysis will be possible allowing for assessment of change over time within a particular cohort of students. In other words, the first cohort of freshmen assessed will also be assessed as seniors to show change over time. Figure 6.1. shows the cycle of macro level assessments.

Figure 6.1. outlines annual assessments of *Launch* and *Impact* tiers of *T2I* in the Classroom. The initial assessment of the *Launch* and *Impact* tiers will take place in Fall 2020, followed by Spring 2021 assessments of equivalent tiers. The *T2I Critical Thinking Rubric* data from each semester will be

accumulated at the end of the academic year and analyzed. This will allow for an ongoing continuous process wherein the results from the previous year inform the practices and goals of the following year. For example, results of AY 2020-2021 will be used to inform the program goals for AY 2021-2022, as well as be included in the five-year interim report.

Figure 6.1.

The Cycle of Macro Level Critical Thinking Assessments



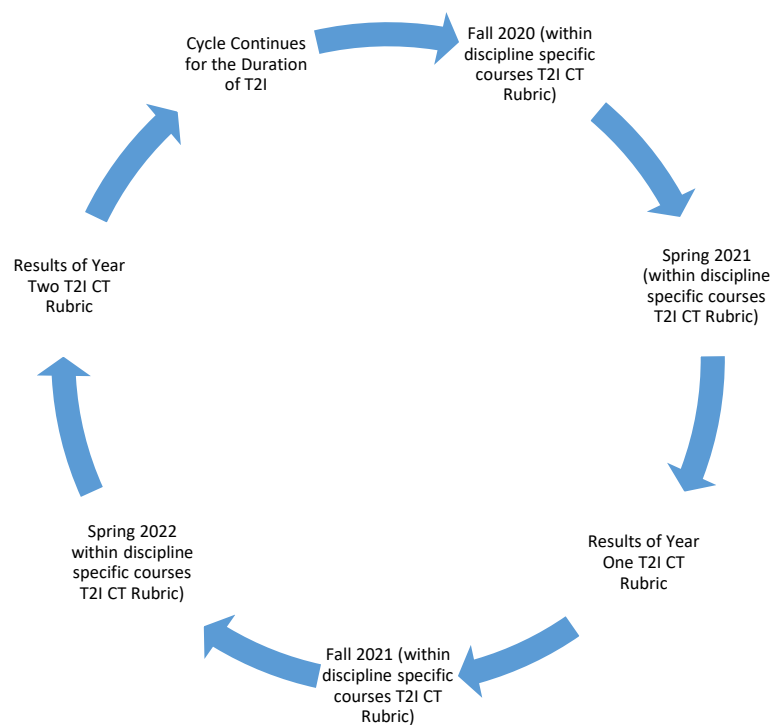
Micro Level (i.e. Course and Discipline Specific) Assessment.

In addition to the Macro Level Assessment, discipline specific courses and critical thinking assignments will be utilized for assessment, which operationalizes the *Reinforcement* tier of *T2I* in the Classroom. A sample of student assignments will be assessed by outside reviewers using the *Montreat College T2I Critical Thinking Rubric*. For example, an intro-level Education course assignment focusing on critical thinking will be identified, a sample of student submissions will be selected, a committee of non-Education Department faculty will assess these submissions using the *Montreat College T2I Critical Thinking Rubric*, and the results of this assessment will be reported to the Education Department for inclusion in

their annual program assessment. All results are provided to specific departments following the completion of each annual assessment cycle. Like the macro level process, the results of each academic year will be utilized to inform the practices and goals of the following academic year. Figure 6.2 outlines the process for assessment, review, and continuous improvement.

Figure 6.2.

The Cycle of Micro Level Critical Thinking Assessments



Chapter 6: Conclusion



An extensive period of discussion, evaluation, and discernment led the faculty to conclude that critical thinking is the most important area of learning to address in a new QEP. Expanded discussion with the larger college community resulted in further confirmation that this would be the most valuable initiative for the institution at this time.

Critical thinking is arguably the most important skill that the faculty and administration of Montreat College can develop in students. It is important not only for academic success, but success in life. As an institution committed to intellectual inquiry, spiritual formation and preparation for calling and career, critical thinking is a vital component.

Intellectual inquiry is incomplete without the practice of critical thinking. Christ-centered spiritual formation informs how the institution approaches both the teaching and practice of critical thinking, and preparation for calling and career rests on a foundation of thoughtful critical insight coupled with disciplined engagement across a range of contexts.

Montreat College faculty, staff and administration have embraced this common vision and are strongly committed to the advancement of the QEP critical thinking initiative.



Appendices

- A. Critical Think Student Learning Outcomes at Montreat College (Figure)
- B. Interdisciplinary Study 1102 Syllabus
- C. Fellowship of Philosophers Outline
- D. Wandering Philosophers Outline
- E. Montreat College QEP Vote Results
- F. T2I Glossary of Terms
- G. Educational Outcomes in School of Arts and Sciences Academic Catalog
- H. Educational Outcomes in Adult and Graduates Studies Academic Catalog
- I. T2I Close the Loop Graphic
- J. 2018-2019 QEP Team Schedule
- K. Critical Thinking in your Field Handout
- L. QEP Goal Statement Formation Input
- M. Subcommittee Nomination Form and Results
- N. Voting Email to All-Faculty for Goal Statement Definition
- O. QEP Framework to Cabinet
- P. QEP Poster for Naming Campaign
- Q. Final Voting Link for QEP Naming in Email to all College Constituencies and Results
- R. Cabinet Minuets Approving Developmental Year Budget
- S. Cabinet Minutes Approving Itemized Five-year Implementation Budget
- T. Academic Years 2021-2025 Itemized Budget
- U. Student Nomination Email to all College Constituencies for Student Fellowship of Philosophers' Nominations
- V. Faculty Fellows Outline
- W. Timetable of Initiatives and Activities
- X. AAC&U Critical Thinking VALUE Rubric
- Y. AAC&U Creative Thinking VALUE Rubric
- Z. Montreat College T2I Critical Thinking Rubric

Appendix A: Critical Thinking Student Learning Outcomes at Montreat College (Figure)



Appendix B: Interdisciplinary Study 1102 Syllabus

INDS-1102 FOUNDATIONS OF FAITH AND LEARNING

Fall 2020, 2 Credits

Monday and Wednesday 1:00-1:50

Professor:

Office Hours:

Email:

Classroom:

Phone:

Office Location:

Course Description

This course is designed to facilitate student transition to college by introducing and examining the relationship between faith and learning in light of the college's mission, strengthening skills associated with student academic success, and developing a sense of connection to the Montreat community through relationships with peers and faculty. Topics will include the value of a Christian liberal arts education, the nature and role of an academic community, academic skills, strengths development, vocation and career readiness, and involvement in the campus community. This course is required of all students entering college as first-time freshmen as well as transfer students with less than 12 hours of academic credit.

Course Objectives

As a result of completing the course, students will be able to:

Foster Academic Success

- Adapt and apply appropriate academic strategies to courses and learning experiences
- Meet expectations regarding the pursuit of excellence in preparation for class, class participation, and behavior in the classroom

Integrate Faith and Learning

- Develop an understanding of what it means to experience a Christian liberal arts education at Montreat College
- Explore one's personal faith journey and its implications for living and learning in a college setting
- Understand the theological paradigm of the Reformed perspective historically held by Montreat College
- Articulate the implications of this paradigm within a biblical community and its influence upon one's own personal and corporate life at college and for the future

Discover and Connect to Montreat College

- Experience a sense of belonging within the Montreat community through the development of relationships with a faculty member and peers in the classroom
- Identify and engage in opportunities for involvement in the campus community

Promote Personal Development

- Identify, develop and assess values, interests, skills, character traits and goals needed to be effective in managing the many facets of college life
- Establish personal goals for a major, college education, career, and one's calling

Required texts and reading

Purchase:

2020-2021 Academic Planner

Rental books packaged and delivered by the Campus Store:

Ostrander, R. (2013). *Why College Matters to God*. 2nd. ed.

Davis, J. C. & Ryken, P. G. (Eds.) (2012). *Liberal Arts for the Christian Life*

Moser, D. & Fankhauser, J. (2018). *Ready or Not: Leaning into Life in Our Twenties*

Ryan, J. E. (2017). *Wait, What?: And Life's Other Essential Questions*

Available in OpenLMS:

- Other readings as assigned

Available on myMontreat > Traditional Undergraduate Resources

[Montreat College Academic Catalog 2020-2021](#)

[Montreat College Student Handbook 2020-2021](#)

Available online: Using your new Montreat student username and login:

- **Complete the required Alcohol.edu training:** Be on the lookout for an email with subject line: EVERFI (From: <https://fifoundry.net>) with instructions for how to complete the college required training.
- **Complete the College Student Inventory (CSI) survey at :**
<https://studentsurvey.ruffalonl.com/MontreatCollege/NewStudentsFall2020>
- **Fall 2020 Spiritual Life Survey at**
<https://www.surveymonkey.com/r/fall2020faith>

See page 9 for Assignment Descriptions. Assignments will be weighted as follows:

Orientation Checklist

Alcohol.edu	5%
CSI Survey completion	5%
Academic Planner Assignment	10%
Reading Reflections (5)	25%
Personal Faith Journey Reflection	10%
Advising Assignment	5%
StrengthsFinder	
Assessment Completion	5%
StrengthsFinder Handout	5%

Vocation and Career Exploration Project

Written Assignment	10%
In-Class Presentation	15%
Attendance	5%

Attendance Policy

Class attendance is expected. Absences will affect the final number of points earned. Please refer to the [Montreat College Academic Catalog](#) for more information regarding the importance of class attendance.

Disabilities Policy

Students with disabilities who may need academic accommodations are asked to speak with the professor within the first two weeks of class. Students are also responsible for making sure that proper documentation of the disability is on file with the college Disability Services Coordinator, Wesley Davis. The office is located in the Health and Counseling Center in the lower level of Bell Library. The Disability Services Coordinator may be reached by phone at extension 3538, or by email at wesley.davis@montreat.edu. Failure to inform the professor of a disability or provide appropriate documentation to the Disability Services Coordinator may compromise our ability to provide the accommodations needed in a timely manner. For more information about Montreat College disability services, see: <http://www.montreat.edu/academics/academic-support-services/disability-services/>

Writing Center

To write a successful essay, you will need to follow a process of brainstorming, planning, writing, and revising your essays. The Writing Center tutors will work with you one-on-one on any or all stages of the writing process. This academic service is available to assist you in becoming a confident and competent writer. The Writing Center is not an editing service but a dynamic space for learning about writing through thoughtful conversations with peer tutors. Sessions usually last 20 minutes, but please be aware that more than one session may be necessary in the process of writing an essay.

The Writing Center is located in Library 105 and is open Sunday – Thursday. Our normal hours of operation are between 6:00 and 11:00 pm. An appointment is *not* necessary, but please be aware that the Writing Center is crowded when a professor assigns a Writing Center visit to a whole class, so don't wait until the last minute. You may contact The Writing Center at writingtutor@montreat.edu if you have any questions. We offer Daytime Writing Scholars to be available during limited hours in the Thrive Center for writing consultations. Hours will be announced via e-mail early in the semester and posted on the library web page as well as at the Thrive Center. Daytime Writing Scholars will also have contact information posted so that you can let them know you're coming and/or send in your essay for them to read prior to the consultation. In addition, please know that an excellent internet resource is available to you at all times--Purdue University's OWL (On-line Writing Lab). This site provides an authoritative resource for composition, grammar, and citation. The address is <http://owl.english.purdue.edu/>

Course Participation/Technology Expectation Policy

Personal use of technology by students in the classroom is generally not permitted. Exceptions may be made at the discretion of the professor.

Final Exam Policy

A student absent without excuse from a final examination may receive a failing grade in the course. Excuses from final exams are extremely rare and are granted at the discretion of the Vice President for Academic Affairs & Dean of the College and only in the case of illness or death in the immediate family. Exams will not be given early in order to meet the travel plans of students. Students are to arrange all transportation well in advance in order to avoid conflict with the exam schedule. (Montreat College Academic Catalogue, p. 68)

Library

The Montreat College Library is an integral part of Montreat College's academic program. The staff, collection and services support the educational program and information needs of the faculty and students, both on and off campus. Services include a library instruction program for undergraduate and graduate students, reference services, access to online databases, and interlibrary loan. Staff members provide orientation to the library for students and work closely with the faculty to offer instruction to individual classes. Librarians are available to assist students in locating information via the Internet and in the use of electronic reference sources. The library's collection offers access to information in all formats. Resources include books, periodicals (print and electronic), online databases, videos, DVD's, and compact disks. The audiovisual department provides materials and equipment to support and supplement the instructional program. Online services include NC LIVE, JSTOR, and many other databases. To begin searching for library resources visit: www.montreat.edu/library. Additionally, you can email reference@montreat.edu with any questions 24/7.

Academic Support

The Thrive Center, located in the L. Nelson Bell Library, is available to help you with study skills and other valuable resources. Stop by the library, or they can be contacted at thrive@montreat.edu

Email Policy

It is expected that each student check email daily to ensure that no communication is missed. Your @montreat.edu email account is the official means of communication for this course.

Academic Integrity Policy

Academic dishonesty, such as cheating on tests and plagiarizing on essays, violates the fundamental trust underlying all academic work—that the work be the product of the student who submitted it. Montreat College defines academic dishonesty as the representation of another's words, ideas, or images as one's own. It applies equally to intentional and unintentional quotations, paraphrases, visual images, auditory images, and all electronic means of storage and communication.

Discipline of Academic Dishonesty - Academic dishonesty, such as cheating on tests and plagiarizing essays, violates the fundamental trust underlying all academic work: that the work

be the product of the student who submitted it. Montreat College defines academic dishonesty as the representation of another's words, ideas, or images as one's own. It applies equally to intentional and unintentional quotations, paraphrases, visual images, auditory images, and all electronic means of storage and communication. Academic dishonesty results in the following.

Determination of Academic Dishonesty - When a professor suspects a student of academic dishonesty, the professor will meet with the student(s) to discuss the incident and to determine to the faculty member's satisfaction whether or not academic dishonesty has occurred. If, in the instructor's judgment, such a violation of academic integrity has occurred, the faculty member will present the charges in writing to the student. The only possible disciplinary actions are, (1) a "zero" for the assignment, or (2) an "F" for the course.

A student may choose to admit his or her guilt of Academic Dishonesty and waive a hearing. This involves signing the Academic Dishonesty Notice outlining the disciplinary action. The Academic Dishonesty Notice will then be put on file in the registrar's office. The record(s) regarding academic dishonesty will be retained until the student successfully graduates.

A student who does not agree to the professor's charges must appear before a panel of three faculty members appointed by the Assistant Academic Dean or designee on charges of academic dishonesty. During the intervening period, a student is expected to continue to attend class. The panel will convene a hearing with the student and the professor at which the faculty member will explain the student's alleged violation. A student may choose to counter with evidence of her or his innocence or may admit guilt.

Consequences of Academic Dishonesty - If the panel indicates, by simple majority vote, that the student has been dishonest, the panel shall uphold the penalty assessed by the professor. The Assistant Academic Dean or designee will notify the student, professor, advisor, and Registrar in writing of the panel's decision. If the student received a failing grade for the course the student may remove the impact of the "F" on the grade point average by successfully retaking the course. Two incidents of academic dishonesty will result in a student's being subject to **dismissal** from the college. The student will not be eligible to reapply to Montreat College for at least two (2) years after dismissal. If the panel finds the student not guilty of academic dishonesty, it will notify both the student and the faculty member.

If the student wishes to drop the course but has been found guilty of academic dishonesty, the student will have a "WF" recorded on the transcript if the time has passed for dropping courses. If the student wishes to drop the course within the time frame for dropping without a penalty, he or she may do so, but the Academic Dishonesty Notice will be kept on file if the student has admitted or been found guilty of academic dishonesty. In all instances the record(s) regarding academic dishonesty will be retained until the student graduates.

Exoneration of Academic Dishonesty - If exonerating evidence becomes available in the five business days following notification, a student may appeal to the Vice President and Dean of Academics. Appeals will only be heard if they meet one of the following conditions: (a) Discovery of new evidence; (b) Violation of procedure. A student must remain in the class and

work toward its successful completion during the appeal process. The student will be notified in writing of the final decision.

Class Schedule

Week	Monday	Wednesday
Welcome Week	Foundation Group Session 1 (after welcome to campus session)	Foundation Group Session 2 (group initiatives at Black Mountain campus and activities on Montreat campus)
1		August 19 Introduction to course In class: review handout on What to Expect in Classes and the Classroom Bring to class: Montreat College Academic Planner
2	August 24 Read: High School to College Transition, Part 1 - The Freshmen Myth by Brian Harke Read: High School to College Transition, Part 2 - Academic Expectations by Brian Harke Discuss: Motivation and Goal Setting Due: Academic Planner Assignment	August 26 Read: Ostrander, Ch. 1, <i>Introduction: Christian Worldview and Higher Education</i> Due: Reading Reflection 1 Due: Completed Alcohol.Edu online training Due: Completed CSI online survey
3	August 31 Read: Ryan, Ch.1, <i>Wait, What?</i> and Ch. 2, <i>I Wonder...</i> Due: Reading Reflection 2	September 2 Read: Ostrander, Ch. 3, <i>Living Largely: The Doctrine of Creation</i> Read: Why Work? by Dorothy Sayers
4	September 7 Read: Ivester, Beyond Building a Resume (chapter from Liberal Arts for the Christian Life) Discuss: How can involvement outside the classroom impact your learning?	September 9 Read: High School to College Transition - Part 3 by Brian Harke Read: Ryan, Ch.3, <i>Couldn't We at Least...?</i> and Ch. 4, <i>How Can I Help?</i> Due: Reading Reflection 3
5	September 14 Read: Ostrander, Ch. 4, <i>Not the Way It's Supposed to Be: The Doctrine of the Fall</i>	September 16 Read: Ostrander, Ch. 5, <i>Broadcasting Mozart: The Doctrine of Redemption</i> Due: Personal Faith Journey Reflection
6	September 21	September 23

	<p>Read: Ostrander, Ch. 6, <i>Integrating Faith and Learning: A Basic Introduction</i></p> <p>Read: Greenman, <i>Faithful Christian Learning</i> (chapter from Liberal Arts for the Christian Life)</p>	<p>Pre-Advising Week Planning:</p> <p>Bring to class: Montreat College Academic Catalog and 4-Year plan for your major</p> <p>Due: Appointment scheduled with your faculty advisor</p> <p>In-Class: Advising assignment</p>
7	Advising Week	
	<p>September 28</p> <p>Read: Ryan, Ch.5, <i>What Truly Matters?</i> and <i>Conclusion: The Bonus Question</i></p> <p>Due: Reading Reflection 4</p>	<p>September 30</p> <p>Read: Ostrander, Ch. 7, <i>An Education that Lasts: Thinking Creatively and Globally</i></p>
8	<p>October 5</p> <p>Read: Coolidge, <i>Writing for Life</i> (chapter from Liberal Arts for the Christian Life)</p> <p>Due: Reading Reflection 5</p> <p>Plan Ahead: Review instructions to access and complete the <i>Clifton StrengthsFinder</i></p>	<p>October 7</p> <p>Read: Clifton, Anderson, & Schreiner's <i>The Nature of Strengths</i> (from StrengthsQuest e-book)</p> <p>Due: Completed online <i>Clifton StrengthsFinder</i> using the individual code that you received in class.</p> <p>Due: Launch and follow prompts to complete slides entitled "Clifton Strengths for Students: Your Introduction" at strengthsquest.com.</p> <p>Bring to class: Print out of your Signature Themes report, available with your login information at strengthsquest.com</p>
9	<p>October 12</p> <p>Due: Login to strengthsquest.com and review your Dashboard, Action Items, and Resources Tabs.</p> <p>Due: Strengths Activities Handout</p> <p>Bring to class: Print out of your Signature Themes report, available with your login information at strengthsquest.com</p>	<p>October 14</p> <p>Read: <i>Part One: Your College, Your Strengths, Your Journey</i> in <u>Clifton Strengths for Students E-Book</u> (available with your login at strengthsquest.com)</p>
10	<p>October 19</p> <p>Read: Moser & Fankhauser, Ch. 1,</p>	<p>October 21</p> <p>Bring: Laptop or smartphone</p>

	<i>Vocation</i> , and Ch. 2, <i>God and Us</i> Discuss: Living with Purpose, exploring calling and vocation	Participate: In-class activity to complete the Career Finder (CFNC) assessment
11	October 26 Plan Ahead: Review of Vocation and Career Exploration Assignment Participate: Individual student conferences with faculty/writing scholar. (Discuss: student experience, progress on writing assignments, vocation/career presentations)	October 28 Participate: Individual student conferences with faculty/writing scholar. (Discuss: student experience, progress on writing assignments, vocation/career presentations) Plan Ahead: In-class time to prepare your Vocation and Career Presentation Note: Because this is a significant course project, time is set aside in class to work on it. You will also need to work outside of class to complete it.
12	November 2 Participate: Individual student conferences with faculty/writing scholar (Discuss: student experience, progress on writing assignments, vocation/career presentations) Plan Ahead: In-class time to prepare your Vocation and Career Presentation Note: Because this is a significant course project, time is set aside in class to work on it. You will also need to work outside of class to complete it.	November 4 In-Class Vocation and Career Presentations Due: Vocation Exploration Reflection Paper
13	November 9 In-Class Vocation and Career Presentations	November 11 In-Class Vocation and Career Presentations
14	November 16 In-Class Vocation and Career Presentations	November 18 (Last day of Class) In-Class Vocation and Career Presentations

Assignment Descriptions (pages 9-13)

Complete Alcohol.Edu, CSI, and Spiritual Life Surveys

Available online: Using your new Montreat student username and login:

- **Complete the required Alcohol.edu training:** Be on the lookout for an email with subject line: EVERFI (From: <https://fifoundry.net>) with instructions for how to complete the college required training.
- **Complete the College Student Inventory (CSI) survey at:** <https://studentsurvey.ruffalonl.com/MontreatCollege/NewStudentsFall2020>
- **Fall 2020 Spiritual Life Survey at** <https://www.surveymonkey.com/r/fall2020faith>
(This survey will ask about your spiritual background and should take about 5 minutes. Feel free to be honest - your answers are completely anonymous.)

Academic Planner Assignment

The purpose of this assignment is to create one calendar that has due dates for assignments and tests in **each class** you are taking, schedules for practice, work, and other responsibilities you have each week.

- Review the syllabi from each class you are taking this fall
- Write in your planner the due dates for class assignments, tests, presentations, and other projects for **each class**. You may want to use a different color pen or marker for each class.
- Add your work and practice schedules to your planner, and other activities or responsibilities for the semester
- Bring your academic planner to class for your instructor to review

Reading Reflections (1 & 5)

Follow the [sample template](#) provided to complete a 2-page (500 word) Reading Reflection for each of the following reading assignments:

- Introduction: Christian Worldview and Higher Education in *Why College Matters to God*
- Writing for Life in *Liberal Arts for the Christian Life*

Reading Reflections (2, 3, & 4)

James Ryan, in our book, *Wait, What?* has given us five different questions to consider asking as we strive to move forward into a happier and more successful life. These questions are divided between three reading assignments. For each assignment, write a 2-page (500 word) reflection following this guideline:

1. Provide a one-paragraph summary of each chapter of reading assigned for this reflection
2. Choose one chapter from your assigned reading and answer the following prompts:
 - In what ways does asking this question actually equip us to become happier and/or more successful?

- How might asking this question expand your view of the self, others, or the world?
- How can this question empower you to move forward in your academic, professional, and personal journey?
- How might asking this question better equip you for engaging in a way that graciously impacts those around you?

Personal Faith Journey Reflection

The purpose of this 2-page (500 word) assignment is for you to begin to explore your personal faith journey and its implications for living and learning in a college setting.

This reflective essay allows you to think about your experiences and beliefs and to explore their meaning. You will have the opportunity to comment on what you have read in Why College Matters to God and what we have discussed, and learned during the first weeks of class.

Below are several questions you may consider as you write your essay. You do not have to answer every question. They are meant as prompts to help you reflect (think about) your experience and how your faith has grown and changed over time, how your experience connects with what we have read and discussed in this class, and the implications (what difference will your faith make) for your experience as a college student.

[Personal Faith Journey Reflection Essay Grading Rubric](#)

Questions to consider:

What were you raised to believe?

How has your life experience affirmed or challenged those beliefs?

What have you come to believe as a result of your own experience?

In what ways do your beliefs shape your worldview?

How did you first come to know that God existed?

What was your early experience of Him?

Who was influential in your understanding of God?

What were the circumstances of your conversion?

How would you describe your current relationship with God?

What do you hope for in your relationship with God?

What role do you expect your faith to play in how you will live and learn at Montreat College?

Pre-Advising Assignment

- Sign up for a meeting with your advisor (The meeting will take place during Advising Week but should be scheduled in advance)
- Bring to class your academic catalog and 4-year plan for your major

- Complete the in-class activity, which includes creating a draft of your Spring 2020 course schedule, writing down questions you want to ask your advisor, and writing down what you want to tell your advisor about yourself and your goals

Advisor Meeting Objectives:

- 1) Get to know your advisor and understand what he/she does
 - a) How did he/she become a professor? Is this what they intended while in college?
 - b) Personal interests and hobbies
- 2) Help your advisor get to know you
 - a) Athletic involvement
 - b) Personal Interests
 - c) Life Goals
- 3) Do your research
 - a) What are the general education requirements
 - b) Review the 4-year plan for your major in the Academic Catalog
 - c) Bring a draft of your Spring 2020 Course Registration
- 4) Your major and creating a 4 year plan
 - Study Abroad?
 - Internship(s)?
 - Summer classes?

Strengths Development Assignment

- Complete online *Clifton StrengthsFinder* using the individual code that you received in class.
- Read chapters assigned for class session during Week 8 and Week 9
- Print and bring to class your Signature Themes report, available with your login information at strengthsquest.com
- Complete the Strengths Activities Handout received in class and participate in in-class activities to learn about developing strengths

Vocation and Career Exploration Presentation

Part I. Written Synthesis of Vocation and Career Exploration

Objectives:

- Using a variety of career exploration tools, students will discover and explore interests, values, and skills and their relationship to possible satisfying career pathways.
- Students will develop skills in written communication by writing a 3-4 page paper synthesizing information from various sources to draw conclusions about themselves, their possible career choices, and pathways to entering a career.

Part II. In-Class Powerpoint Presentation

Objectives:

- Students will develop skills using Powerpoint as a communication tool by creating 6-8 slides summarizing their career exploration process and findings.
- Students will develop skills in oral communication and public speaking by preparing and delivering a 15-minute Powerpoint presentation in class that summarizes their career exploration process and findings.

The Vocation and Career Exploration Project must include the following sources:

1. Clifton StrengthsFinder Assessment Results
2. Results of [Career Finder at CFNC](#) (College Foundation North Carolina)
 - Go to [Career Finder at CFNC](#).
 - Create an account or log in to your account.
 - Under Plan tab, click on “For A Career”
 - Under “Plan For Your Career”, Click on, “Learn About Yourself”
 - From that list complete the following items- Interest Profiler, Work Values Sorter, and Basic Skills Survey.
 - Once you have completed the above items, click on the Plan tab and then on the “Explore Careers”
 - In the Careers Exploration Tools- Click on Career Finder. Add characteristics to narrow the list of suggested careers. Use the results from the Interest Profiler, Work Values Sorter, and Basic Skills Survey.
3. Data from [Candid Career](#) videos providing information and personal experience from employees in the types of jobs you may be interested in
4. Data from [O*Net Online](#) about job descriptions, education, skills and experiences needed, salary range, and other information about the jobs you have identified on your possible career pathways.
5. Reflection on most significant learning that took place throughout the Symposium on Work and Vocation. Some questions for consideration:
 - How did you grow in biblical understanding of calling and career?
 - Did you expand your vision of work, life, the gospel, themselves, or your possibilities?
 - Were you inspired by the faithfulness of others who are integrating their faith and work?
 - Did you identify practical steps toward work and study?

Questions to consider as you articulate your exploration process and findings:

- What career options have you considered prior to coming to college?
- As a result of this Career Exploration Project, what have you learned about your:

- Strengths?
- Interests?
- Work values?
- Basic skills?
- What career options have you considered prior to coming to college?
- What careers were suggested to you following the Career Finder assessments?
 - How closely do those suggested align with your previous career interests and choice of major?
- What career are you most interested in pursuing at this point?
 - What about that career most interests you?
 - Which of your strengths, interests, values, and skills would contribute the most to that career?
 - What steps will you need to take to prepare yourself for that career?
- In what ways do you imagine your career benefitting you?
- In what ways do you imagine your career could benefit others?

Appendix C: Fellowship of Philosophers Outline

The Fellowship of Philosophers

What is it?

- The Fellowship of Philosophers gather because we believe the Christian Gospel encompasses the whole of life itself. In essence, this means that all things hold together in Christ: art, history, music, philosophy, mathematics, literature, poetry, medicine, law, justice, science. The Fellowship of Philosophers exists to explore Christian thought, dialogue, and imagination at Montreat College by hosting difficult conversations in a gracious forum. We envision a space on the college campus where students and faculty gather to pursue faith and learning together about a broad range of narratives and topics.

Why do it?

- To engage with issues relevant to life in the world and culture at large
- To sharpen thinking about a diverse selection of topics and challenging conversations
- To be mentored by a faculty supervisor
- To grow with a group of diverse students in life together
- For free meals once a month
- An opportunity to develop and practice skills valued in the marketplace

Who is it for?

- Any returning sophomore-senior student at Montreat College
- Students with a 3.0 GPA or higher
- Any student who desires to be challenged and grow intellectually through critically thinking and gracious community conversations

Nomination Process for Student Members

- FoP members will be nominated by faculty and current FoP members.
- Students will be selected each April and formally announced at the May faculty meeting and in the final Chapel of the academic year.
- Nominees will be celebrated by Faculty Fellows and current FoPs with a passing of the sash ceremony.
- Nominees announced in May are for the following academic year.

Appendix D: Wandering Philosophers Outline

Wandering Philosophers

What is it?

- Wandering Philosophers are selected out of the Fellowship of Philosophers to lead conversations in the broader Montreat College community. These leaders will initiate and host gracious conversations through the life of the campus in formal and informal settings.

Why do it?

- Greater campus leadership role in the thought life of fellow students
- Lead in gracious conversations at “coffee house” events
- Host various gatherings around difficult subjects and topics, honing personal skills at critical thinking, thinking creatively, problem solving, and communication
- Be closely mentored by faculty members
- Work with fellow Wandering Philosophers to engage peers and College-wide constituencies in critical thought.
- Student scholarships at \$600 for the Spring Semester.

Who is it for?

- Students who stand out among the FoP and are nominated by Faculty-fellows to lead in such a capacity.
- Students who desire to develop higher order thinking, specifically as such pertains to relevant real-world issues.

Nomination Process for Student Members


- Faculty-fellows nominate students from within their given FoP to become a Wandering Philosopher
- Wandering Philosophers are nominated in November of an academic year and solidified in December
- Wandering Philosophers will begin the role in January and fulfil the role throughout the Spring semester.

Appendix E: Montreat College QEP Vote Results (Figure)

Accreditation Reaffirmation Taskforce

QEP Voting Results

Affirmed by Taskforce on 10.10.18

 Road to Reaffirmation 2020: Quality Enhancement Plan Voting Data				
Standard 7.2 of the SACSCOC <i>Principles of Accreditation</i> requires institutions to select a Quality Enhancement Plan. From the April through September, 2018 Montreat constituencies discussed potential QEP ideas. In September and October 2018 voting took place among three QEP finalists to select the next QEP. Montreat constituencies were asked to give a weighted vote for the QEP finalists. 1st place votes received three points. 2nd place votes received two points. Third place votes received 1 point.				
Voting Population:		Topic A: Communication: Oral, Technological, Interpersonal	Topic B: Advising and Mentoring	Topic C: Lifelong Learning (teaching, learning, and critical thinking)
Total Weighted Vote				
Cabinet (20%)		18	10	10
Faculty (40%)		37	24	57
SGA (5%)		9	9	15
Students (10%)		158	166	156
Staff (25%)		67	64	81
Voting Population:	Weighted	Topic A: Communication: Oral, Technological, Interpersonal	Topic B: Advising and Mentoring	Topic C: Lifelong Learning (teaching, learning, and critical thinking)
Vote Placement				
Cabinet (20%)		3	2	2
Faculty (40%)		2	1	3
SGA (5%)		2	2	3
Students (10%)		2	3	1
Staff (25%)		2	1	3
Weighted Results		Topic A: Communication: Oral, Technological, Interpersonal	Topic B: Advising and Mentoring	Topic C: Lifelong Learning (teaching, learning, and critical thinking)
		0.6	0.4	0.4
		0.8	0.4	1.2
		0.1	0.1	0.15
		0.2	0.3	0.1
		0.5	0.25	0.75
Weighted Voting Results		2.2	1.45	2.6
Non-Weighted Voting Results		289	273	319
Voting Result: Topic C: <i>Lifelong Learning: Teaching, Learning, and Critical Thinking</i> has emerged as the topic with the highest weighted and non-weighted votes. A faculty and staff committee will have 14 months to expand review of best practices, map out mor tasks & strategies, assign roles, identify reourses, and design assessment. The committee will have another year to finalize the QEP document; prepare for a SACSCOC visit, build energy among faculty, staff, and students, and begin pilots.				

Appendix F: T2I Glossary of Terms

Assessment Subcommittee — A subcommittee of the QEP Committee with the purpose of developing a comprehensive assessment plan for the Quality Enhancement Plan

Critical Thinking — Disciplined thinking that is clear, rational, open-minded, systematic, and informed by evidence.

Faculty-Fellows – A dyad of faculty from diverse disciplines who host a Fellowship of Philosophers for the sake of modeling critical thought for and among a specified diverse group of students.

Faculty and Staff Development Subcommittee — A subcommittee of the QEP Committee with the purpose of training and edifying faculty and staff to teach and participate in critical thinking, within and outside of the classroom.

Fellowship of Philosophers – A discipleship/mentorship group hosted by two Faculty-fellows wherein a diverse representation of five to seven students meet monthly over dinner and monthly on campus to address relevant topics of the day through critically thought out conversation.

Graciously — To act with humility and in charitable consideration of those with whom one is interacting, remembering the reality of the Imago-Dei (Genesis 1:26) of all people regardless of personal agreement or disagreement.

Impact — Redemptive influence, as the Christ-centered perspective understands there has been a mandate given from Jesus Christ to the Christian (John 14:12-14; John 20:21) to be one which brings truth (1 Timothy 2:1-4), restoration (Romans 8:18-30; Acts 3:19-21), freedom (Isaiah 42:6-7), and hope for all of creation (Acts 1:7-8).

Marketing Subcommittee — A subcommittee of the QEP Committee with the purpose of ensuring the QEP is well promoted and understood among students, as well as faculty and staff.

Technology Subcommittee — A subcommittee of the QEP Committee with the purpose of identifying and implementing the use of technology to promote and support QEP CT across all instructional sites, for all students, faculty, and staff.

The World — Humanity and the environment, as all are a part of Creation (Genesis 1-2).

QEP Committee — The diverse team assigned the task of developing, writing, and implementing the QEP.

Wandering Philosopher — Student employees with outgoing and caring personalities that are

trained to engage the student body, as well as faculty and staff, in critical thinking by posing questions (i.e. (1) Who are we?; (2) Where are we? (3) What is wrong? (4) What is the solution? And (5) What time is it?) and engaging others in lively, good-natured conversation, which may include debate.

T2I Critical Thinking Rubric Glossary

Disciplined thinking — Controlled thought that demonstrates elements defined below:

- **Clear** — Expression of ideas in a straight-forward and simple manner.
- **Rational** — Thought that clearly demonstrates cognitive reasoning to come to a logical conclusion.
- **Open-minded** — A genuine critical openness to the ideas and beliefs of others.
- **Systematic** — Organized thought that follows a logical plan to investigate or explain an idea.
- **Evidence** — Quantitative and qualitative information that is supported by direct observation and empirical sources.

Appendix G: Educational Objectives in School of Arts and Sciences Academic Catalog

Educational Objectives (P. 27)

Approaching the integration of faith and learning from an informed, biblical perspective, faculty, staff, and students form a Christian community of learners that seeks to pursue the premise that all truth is God's truth and explore the significance of this in the various academic disciplines. We are committed to a thorough exploration of the complementary relationship between biblical truth and academic inquiry. We openly embrace students of all cultures, races, and faiths in an atmosphere of academic excellence, intellectual inquiry, and Christian love.

The College seeks to provide a broad, rigorous liberal arts curriculum with an emphasis on traditional and selected professional degree programs, including degree programs for adult learners. The educational goals of the College (aligned with the 3 Pillars of the Montreat College Mission) are that students will develop the following:

1. Intellectual inquiry

- 1.1. Effective written and oral communication skills.
- 1.2. Critical thinking and problem-solving skills.
- 1.3. Essential computer information systems skills.
- 1.4. Competency in their academic majors.

2. Spiritual formation

- 2.1. An informed, biblical worldview that includes the following:
 - 2.1.1. The sovereignty of God over all creation and knowledge.
 - 2.1.2. A lifestyle of Christian service to others and the community.
 - 2.1.3. The recognition of the intrinsic worth of self and all persons.
 - 2.1.4. A genuine critical openness to the ideas and beliefs of others.
 - 2.1.5. The formation of values and ethical reasoning.
 - 2.1.6. An appreciation for what is beautiful, true, and good in the arts and literature.

2.1.7. A respect for and attitude of stewardship toward the whole of creation.

2.1.8. An understanding of the past and its interconnectedness with the present and future.

3. Preparation for Calling and Career

3.1. Interpersonal and team skills and an understanding and appreciation of their personal strengths and weaknesses.

3.2. Dispositions toward reflective and responsible citizenship needed to fulfill callings as effective leaders and committed laity.

Appendix H: Educational Objectives in Adult and Graduate Studies Academic Catalog

Educational Objectives (p. 24)

Approaching the integration of faith and learning from an informed, biblical perspective, faculty, staff, and students form a Christian community of learners that seeks to pursue the premise that all truth is God's truth and explore the significance of this in the various academic disciplines. We are committed to a thorough exploration of the complementary relationship between biblical truth and academic inquiry. We openly embrace students of all cultures, races, and faiths in an atmosphere of academic excellence, intellectual inquiry, and Christian love.

The College seeks to provide a broad, rigorous liberal arts curriculum with an emphasis on traditional and selected professional degree programs, including degree programs for adult learners. The educational goals of the College (aligned with the 3 Pillars of the Montreat College Mission) are that students will develop the following:

1. Intellectual inquiry

- 1.1. Effective written and oral communication skills.
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- 1.3. Essential computer information systems skills.
- 1.4. Competency in their academic majors.

2. Spiritual formation

- 2.1. An informed, biblical worldview that includes the following:
 - 2.1.1. The sovereignty of God over all creation and knowledge.
 - 2.1.2. A lifestyle of Christian service to others and the community.
 - 2.1.3. The recognition of the intrinsic worth of self and all persons.
 - 2.1.4. A genuine critical openness to the ideas and beliefs of others.
 - 2.1.5. The formation of values and ethical reasoning.
 - 2.1.6. An appreciation for what is beautiful, true, and good in the arts and literature.

2.1.7. A respect for and attitude of stewardship toward the whole of creation.

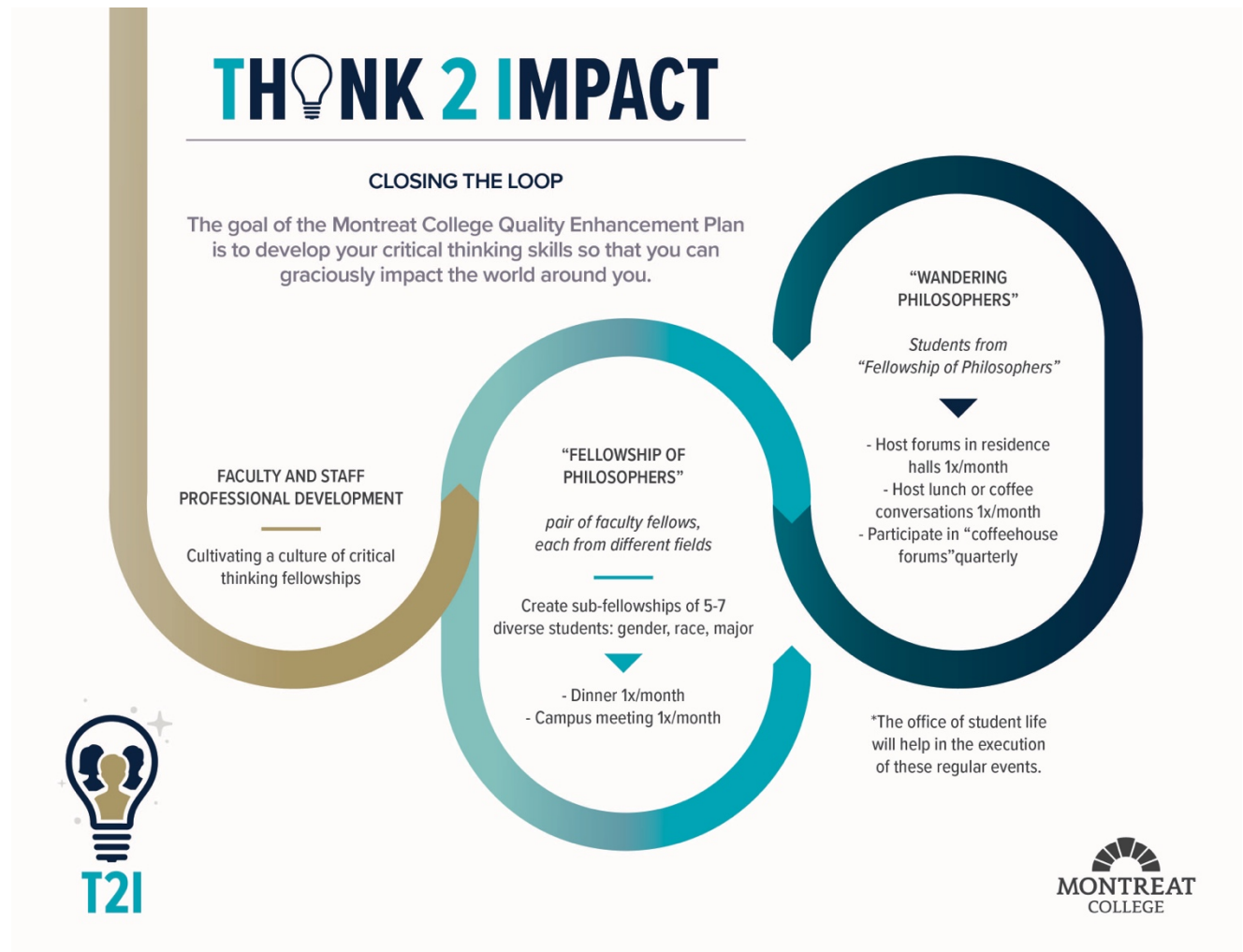
2.1.8. An understanding of the past and its interconnectedness with the present and future.

3. Preparation for Calling and Career

3.1. Interpersonal and team skills and an understanding and appreciation of their personal strengths and weaknesses.

3.2. Dispositions toward reflective and responsible citizenship needed to fulfill callings as effective leaders and committed laity.

Appendix I: T2I Close the Loop Graphic



Appendix J: 2018 – 2019 QEP Team Schedule



Date	Activity	Status
Feb.-Nov. 2018	<ul style="list-style-type: none"> Select QEP Topic* 	Achieved
Dec. 2018	<ul style="list-style-type: none"> Inaugurate QEP Group* 	Achieved
Jan. 2019	<ul style="list-style-type: none"> Begin Literature Review* 	Achieved
Feb. 2019	<ul style="list-style-type: none"> Choose 3 Benchmark QEP Reports* 	Achieved
Feb. 2019	<ul style="list-style-type: none"> Benchmark QEP Objectives and Activities Shared Continued Discussion of CT Frameworks QEP Treatment Plan Introduced 	Achieved
March 2019	<ul style="list-style-type: none"> Move from QEP Group to QEP Team* (diverse representation) QEP Treatment Plans discussed and process of identifying predominant themes for goals, objectives, and activities begins 	Achieved
March 2019	<ul style="list-style-type: none"> Conclude Review of Critical Thinking Literature and QEP Reports* Provide first text for reading regarding CT QEP development; Decide on CT Framework Examine CT Assessment tools 	Achieved
March 2019	<ul style="list-style-type: none"> Draft goals created for QEP CT (will be presented for all-faculty in-put in April)* Discussion of provided text's previous week's assigned readings. 	Achieved
April 2019	<ul style="list-style-type: none"> Assign leadership and subcommittee roles* 	Achieved

	<ul style="list-style-type: none"> • Discussion of provided text's previous week's assigned readings • Discussion of how assigned leadership and subcommittee roles are to be executed for greatest engagement. 	
April 2019	<ul style="list-style-type: none"> • Final discussion of provided text from previous week's assigned readings • Second text on CT provided and assigned readings • Check in on QEP Team member outreach pertaining to leadership and subcommittee responsibilities. 	Achieved
May 2019	<ul style="list-style-type: none"> • Discussion of provided text's previous week's assigned readings • Agree on primary concepts, language, and models of Critical Thinking QEP.* • Establishment of Subcommittees (Tech., Assessment, Fac. & Staff Dev., and Marketing)* 	Achieved
May 2019	<ul style="list-style-type: none"> • Identify assessment(s) to be utilized to assess created goals, objectives of CT QEP 	Achieved
May 2019	<ul style="list-style-type: none"> • Discussion of provided text's previous week's assigned readings • Check in on QEP Team member outreach pertaining to leadership and subcommittee responsibilities • Begin identifying: <i>Information</i> (make change happen through data and ideas), <i>Connectors</i> (make change happen through people), and <i>Salespeople</i> (make change happen through persuasion) for on-campus promotion beginning Fall 2019. 	Achieved
May 2019	<ul style="list-style-type: none"> • Final discussion of provided text • Third text on CT provided and assigned readings • Provision of Responsibility Matrix and discussion of use. 	Achieved
May 2019	<ul style="list-style-type: none"> • QEP Draft Responsibility Matrix* 	Achieved
May 2019	<ul style="list-style-type: none"> • Based on created Responsibility Matrix check in on how necessary data, information, etc. is coming along. 	Achieved

	<ul style="list-style-type: none"> • Discussion of text readings, as assigned from last meeting 	
June 2019	<ul style="list-style-type: none"> • Begin discussion on marketing to students, faculty, and staff (brainstorm ways to promote awareness, involvement, momentum, etc.) • Discussion of text readings, as assigned from last meeting 	Achieved
June 2019	<ul style="list-style-type: none"> • Ensure established Goal Statement with specific definitions delineated where necessary* • Based on Responsibility Matrix continued writing of the first draft QEP • Troubleshoot draft QEP development issues • Discussion of text readings, as assigned from last meeting 	Achieved
June 2019	<ul style="list-style-type: none"> • Discussion and completion of text readings, as assigned from last meeting • Troubleshoot draft QEP development issues. 	Achieved
July 2019	<ul style="list-style-type: none"> • Draft of QEP edits and revision continued • Identify (if) any QEP portions need to go back to subcommittees for revising • Marketing of CT QEP to the College discussion continued. 	
July 2019	<ul style="list-style-type: none"> • Beginning draft of QEP Document* 	Achieved
July 2019	<ul style="list-style-type: none"> • Begin Design / Decide upon Assessment* 	Achieved
Aug. 2019	<ul style="list-style-type: none"> • Initial pages of QEP Document provided to Cabinet, Faculty, and Staff for review and input* • Subcommittees reached out to/gathered prior to new semester beginning* 	Achieved
Aug. 2019	<ul style="list-style-type: none"> • Finalize Assessment* • Finalize texts to use in IS and GE courses for "Introductory Tier" of CT in the Classroom* 	Achieved
Aug. 2019	<ul style="list-style-type: none"> • Discuss created budget, much of which will be based on Responsibility Matrixes creation 	Achieved

Sept. 2019	<ul style="list-style-type: none"> Baseline data begins to be collected regarding identified SLO's. Assessment subcommittee oversees* Official plan of action for involving students in naming of QEP CT and in creating the overall tag-line. Marketing subcommittee oversees. 	Achieved
Sept. 2019	<ul style="list-style-type: none"> Start identifying resources, grants, and funding sources* Work with MarComm to create a visual representation of CT in the Classroom for eventual student understanding and use Check in on subcommittee developments 	Achieved
Sept. 2019	<ul style="list-style-type: none"> QEP CT plan for naming and tag line underway* Further discussion of baseline data Begin plan for with Dept. Chairs for identify courses to "test" the "Reinforcement Tier" 	Achieved
Oct. 2019	<ul style="list-style-type: none"> Solidify courses to "test" the "Reinforcement Tier" of CT in the Classroom* Review any required actions for attaining resources, grants, or funding for QEP CT* QEP CT naming and tag line creation discussed Check in on subcommittee developments 	Achieved
Oct. 2019	<ul style="list-style-type: none"> Check in on subcommittee developments Review baseline data gathered so far, determine if sufficient or further data need gathering 	Achieved
Nov. 2019	<ul style="list-style-type: none"> Input final gathering of baseline data for Launch phase into QEP draft document* 	Achieved
Nov. 2019	<ul style="list-style-type: none"> Wandering philosophers job description and overseeing Faculty member(s) established CT Forums on campus ... how will that look in the spring? Determined Check in on subcommittee developments Speaker for January's all-faculty professional development regarding processes of CT in the classroom solidified* 	Achieved

Dec. 2019	<ul style="list-style-type: none"> • Identify necessary marketing materials for QEP that will be placed mid-late January in identified locations. • Have the course and assignment from each major that will be assessed for baseline data for the <i>Reinforce</i> phase* • Begin formulating the 3-5 year plan to get "how to CT for this major" into one course per major within the coming semesters. 	Achieved
Dec. 2019	<ul style="list-style-type: none"> • Logo for QEP established, so publication of marketing materials can begin.* • Document to submit to SACSCOC regarding needs/problems, goals/objectives, procedures/scope of work, and timetable solidified (with adequate lit review)* • Soft-launch and hard launch weeks determined for Spring of T2I • Course load relief/stipend determined for Wandering Philosopher Faculty Fellows and faculty and staff able to assess for baseline data of <i>Reinforce</i> phase. 	Achieved

*BENCHMARK SCHEDULE ITEMS

Appendix K: Critical Thinking in Your Field Handout



Field/Major:

Faculty:

Describe the concept of Critical Thinking in your field.

Give some examples of teaching Critical Thinking in your field.

List the ways you assess Critical Thinking in your field.

*completed forms available upon request

Appendix L: QEP Goal Statement Formation Input



Please rate, from 1-5, (1 being not favorable and 5 being highly favorable) the following goal statements.

Goal Statement 1: To develop self-motivated learners and engaged critical thinkers, as students and then throughout adulthood.

1 2 3 4 5

Goal Statement 2: Montreat College will create a community which encourages and celebrates an environment of critical thinking through various degrees of engagement both in and out of the classroom.

1 2 3 4 5

Goal Statement 3: Students will charitably analyze and evaluate alternative viewpoints for the purpose of commitment to truth, beauty, and goodness (in view to love God and neighbor).

1 2 3 4 5

Goal Statement 4: Students will proactively engage in critical thinking as active learners at Montreat College (which will empower students to live as agents of healthy change beyond graduation).

1 2 3 4 5

Goal Statement 5: Students will learn to critically think through engagement, discipline, curiosity, and righteousness (character).

1 2 3 4 5

Feel free to add comments regarding your ratings OR write out a different goal statement for consideration:

Appendix M: Subcommittee Nomination Form and Results



Please nominate up to three individuals for one (or more) of the follow subcommittees. A brief description of each subcommittee is provided, so consider the strengths and skill sets of others, as you determine possible “best fits.” If you write your own name down put a ★ beside your name, so the QEP Team knows your personal interest!

ASSESSMENT -- Works to develop a comprehensive assessment plan for the Quality Enhancement Plan (QEP). Specific, measurable, and attainable goals will be assessed. (Chair: Alex Sosler)

FACULTY AND STAFF DEVELOPMENT – Training on and edifying of the QEP of Critical Thinking (CT) in the minds and practices of faculty and staff (within/out of the classroom). (Chairs: Josh Holbrook and Beth Maslin)

MARKETING – Ensuring the QEP of CT is well promoted and understood among students, as well as faculty and staff. (Chair: Kevin Auman)

TECHNOLOGY -- Identifying and implementing use of technology to promote and support the QEP of CT across all learning sites and within

various technology platforms (social media, websites, etc.), for all students, faculty and staff. (Chair: David Friedrichs)



Faculty nominations tally. * denotes the Faculty member nominated themselves for consideration and the number in parenthesis denotes how many additional votes, after an initial vote, the faculty received.

ASSESSMENT -- Works to develop a comprehensive assessment plan for the Quality Enhancement Plan (QEP). Specific, measurable, and attainable goals will be assessed. (Chair: Alex Sosler)

Cynthia Howell (2), Brad Faircloth (2), Stephen Dukas (2), Greg Saydian*, Paul Gratton (2), Jared Spencer*, Mark Lassiter, Kim Angle, Linda Nuezil, Jim Tippey, Hub Powell, Phobe Maa

FACULTY AND STAFF DEVELOPMENT – Training on and edifying of the QEP of Critical Thinking (CT) in the minds and practices of faculty and staff (within/out of the classroom). (Chairs: Josh Holbrook and Beth Maslin)

Dottie Shuman* (3), Paul Gratton*, Elizabeth Juckett* (3), Linda Nuezil (3), Brian Joyce (2), Paul Owen, Mark Wells, Brian Joyce, Robin York, Callan White

MARKETING – Ensuring the QEP of CT is well promoted and understood among students, as well as faculty and staff. (Chair: Kevin Auman)

Mark Lassiter (2), Sara Baughman (3), Callan White (2), Shane Kamer (2), Robyn York (2), Pete Buchwald, Daniel Bennett, Joe Martin, Adam Caress, Paul Gratton, Dwight Shook, Cindy Kirkland

TECHNOLOGY -- Identifying and implementing use of technology to promote and support the QEP of CT across all learning sites and within various technology platforms (social media, websites, etc.), for all students, faculty and staff. (Chair: David Friedrichs)

Greg Saydian* (2), Jim Tippey (2), Jared Spencer* (2), Kylee Friedrichs (2), Rob Saum, Brian Joyce, Kelli Burgin, Josh Wilcox, Nate King, Jim Paden, Isaac Owolabi

Appendix N: Voting Email to All-Faculty for Goal Statement Definition

Mail - Clunan, Megan - Outlook

All Faculty and Staff Input for QEP Goal Statement Definitions

Clements, Jessica

Wed 6/26/2019 4:24 PM

Montreal Faculty and Staff,

Good afternoon! I hope your Summer is going well! This summer has been full of SACSCOC preparation, a part of which is Montreat College's Quality Enhancement Plan (QEP). As you know, our decided QEP is *critical thinking*. The QEP Committee has created a Goal Statement to support the QEP and align with the mission of Montreat College. However, we need your help in deciding upon definitions of certain terms within the Goal Statement.

QEP Goal Statement: The goal of Montreat College's QEP is to develop the critical thinking skills of our students to graciously impact the world around them.

Words requiring definition: Critical Thinking, Graciously, Impact, and The World.

Please click the SurveyMonkey link below and provide your input on how our College can define the aforementioned words (if the link does not work please copy and paste it into your browser bar). The QEP Committee thanks you!

Hide original message

<https://www.surveymonkey.com/r/7MWKV2X>

All will be well,

Megan Clunan, PhD, LPC, LMHC-S

Assistant Professor of Psychology and Human Services

Montreat College, Asheville, NC 28803

www.montreat.edu



*Please consider the environment before printing this email.

CONFIDENTIALITY NOTICE: The information contained in this e-mail and any accompanying documents may be

<https://outlook.office.com/mail/search/id/AAQkADk4YWFhMzA1LWY1MzEtNDExYS05MDQ4LWY1NTNiMzI5YjA3ZgAAQALBBDcP4Yi9BJrzhrgml5Jq8%...> 1/2

Appendix O: QEP Framework to Cabinet

Topic: Critical Thinking

Focused Statement: Montreat College's QEP invites students to creatively think, actively learn, problem solve, and communicate critically thought out ideas to empower them to impact the world.

Goal Statement: The goal of Montreat College's QEP is to develop the critical thinking skills of our students so that they can graciously impact the world around them.

Student Learning Outcomes:

1. What should students know post-QEP?

- Creatively Think: Students will be able to identify or derive alternative interpretations for data or observations, recognizing new information that might support or contradict a hypothesis, explaining how new information can change one's understanding and ability to address a problem.

2. What should students be able to do post-QEP?

- Learn and Problem Solve: Students will be able to separate relevant from irrelevant information, to integrate multiple sources of information to solve problems and to learn and apply new information.
- Communicate: Students will be able to communicate ideas to the world around them graciously, efficiently, and precisely.

QEP Committee Members

- Kevin Auman, Associate Professor of Music Business
- Benjamin Brandenburg, Assistant Professor of History
- Megan Clunan, Assistant Professor of Psychology and Human Services
- David Friedrichs, Assistant Dean of Students and Director of Community Life
- Joshua Holbrook, Instructor of Environment Science
- Beth Maslin, Coordinator of Career and Academic Support
- Alex Sosler, Assistant Professor of Bible and Ministry

QEP Subcommittees and Members

Assessment	Faculty and Staff Development	Marketing	Technology
Chair, Alex Sosler	Co-Chair, Josh Holbrook	Chair, Kevin Auman	Chair, David Friedrichs
Megan Clunan	Co-chair, Beth Maslin	Kylee Friedrichs	Paul Gratton
Brad Faircloth	Elizabeth Juckett	Shane Kamer	Paul Hawkinson
Greg Sayadian	Dottie Shuman	Mark Lassiter	Nathan King
Marie Wisner	Stephan Dukas	Joe Martin	James Tippey
		Robyn York	

Executive Summary

In Fall of 2018, faculty and staff at Montreat College participated in a series of focus groups to discuss current issues and identify areas of improvement that would benefit the largest number of students. In December of 2018, “Critical Thinking” was selected via campus-wide vote.

Montreat College does not have a specific plan of action for college wide development of critical thinking for students. The QEP Committee believes the current reality creates a gap in student learning and development. The current approach is unable to provide students with skills to graciously impact the world around them, as the current approach supports personal opinion and emotional reasoning rather than creative thinking, problem solving, and communication of multifaceted ideas. Therefore, the Student Learning Outcomes (SLOs) for Montreat College’s 2020 QEP, _____ (*name of QEP*), are:

Creatively Think: Students will be able to identify or derive alternative interpretations for data or observations, recognizing new

information that might support or contradict a hypothesis, explaining how new information can change one's understanding and ability to address a problem.

Learn and Problem Solve: Students will be able to separate relevant and irrelevant information, to integrate multiple sources of information to solve problems and to learn and apply new information to solve real-world problems.

Communicate: Students will be able to focus on communicating ideas graciously so engagement with the world around them can be done efficiently and precisely.

SLOs will be achieved via a three-tier approach: Introduce, Reinforce, and Master. Tier-one, *Introduce*, will take place in the first year courses of INDS1102 and INDS1202 within the School of Arts and Sciences (SAS) and of GNED2150 within the Adult and Graduate School (AGS). Montreal College freshmen will be introduced to the skill of creatively thinking for critical thinking. When students develop the skill of creative thinking the ability to grow beyond emotional reasoning and into identifying alternative interpretations of information occurs. Tier-two, *Reinforce*, for the sake of reinforcing critical thinking with the skill of learning and problem solving within their major of study. Through building skills focused on learning and problem solving students develop thinking that no longer derives only from personal opinion, rather from critically thinking through relevant and irrelevant information for the purpose of engaging in real-world issues. Tier-three, *Master*, will take place in the student's Senior Seminar / Capstone course with the purpose of empowering students to implement the skills developed in Tier-one and Tier-two. Students at the Mastery tier will implement the skill of communication regarding a relevant topic in our world today.

The transition into a skill based development model of critical thinking will introduce critical thinking assessments for SLOs' evaluation, establishment of a timeline for new critical thinking texts and assignments to be written into specified curriculum, and each department determining one course per major to incorporate "how to critically think for this major" components. Additionally, campus-wide forums for critical thinking will be hosted each semester. Students, under the guidance of a faculty advisor, will be a part of an established team of "Wandering Philosophers" to promote critical thinking in everyday student experiences and faculty will ... TBD.

Appendix P: QEP Poster for Naming Campaign

NAME THE QEP WIN \$100

We need a name!

Submit Yours By 9-27-19

**The QEP Committee will
award the winner with
\$100 to spend in the
bookstore!**

**The Quality Enhancement
Plan (QEP) is an initiative
to help students develop
critical thinking skills so
that they can graciously
impact the world.**

**To Enter
Scan the QR Code:**



**Or look for the contest submission link
in your email**

Appendix Q: Final Voting Link for QEP Naming in Email to all College Constituencies and Results

Cast your vote for QEP!!

Communications

Wed 10/9/2019 6:40 PM

Dear Montreat College,

The QEP Naming Campaign is underway, once again! This time we need your vote for one of the top-three names. Simply click this [link](#) and cast your vote! The winner will be announced next week and the prize of \$100 for the Montreat Bookstore will be gifted! ***Please cast your vote by 9:00 AM this Friday, Oct. 11.***

Thank you!

Marketing and Communications Office

Montreat College

PO Box 1267 | Montreat, NC 28757

Office: 828-669-8012 ext. 3779

www.montreat.edu



Timestamp	Please choose one of the below.	NAME	VOTES
10/9/2019 18:42:56	IMPACT (C & T will be bolded to represent critical thinking)	IMPACT	44
10/9/2019 18:46:34	IMPACT (C & T will be bolded to represent critical thinking)	T2I	63
10/9/2019 18:47:56	IMPACT (C & T will be bolded to represent critical thinking)	RENEWED MINDS	14
10/9/2019 18:48:22	IMPACT (C & T will be bolded to represent critical thinking)		
10/9/2019 18:48:24	T2I: Think2Impact		
10/9/2019 18:49:12	T2I: Think2Impact		
10/9/2019 18:49:57	IMPACT (C & T will be bolded to represent critical thinking)		
10/9/2019 18:50:57	T2I: Think2Impact		
10/9/2019 18:51:22	IMPACT (C & T will be bolded to represent critical thinking)		
10/9/2019 18:51:58	IMPACT (C & T will be bolded to represent critical thinking)		
10/9/2019 18:52:59	T2I: Think2Impact		
10/9/2019 18:53:25	T2I: Think2Impact		
10/9/2019 18:53:49	T2I: Think2Impact		
10/9/2019 18:55:58	T2I: Think2Impact		
10/9/2019 18:57:02	T2I: Think2Impact		
10/9/2019 18:57:45	T2I: Think2Impact		
10/9/2019 18:58:58	IMPACT (C & T will be bolded to represent critical thinking)		
10/9/2019 18:59:27	T2I: Think2Impact		
10/9/2019 19:01:08	IMPACT (C & T will be bolded to represent critical thinking)		
10/9/2019 19:02:01	Renewed Minds		
10/9/2019 19:06:45	T2I: Think2Impact		
10/9/2019 19:09:24	Renewed Minds		
10/9/2019 19:10:33	T2I: Think2Impact		
10/9/2019 19:10:36	T2I: Think2Impact		
10/9/2019 19:11:39	Renewed Minds		
10/9/2019 19:11:41	IMPACT (C & T will be bolded to represent critical thinking)		
10/9/2019 19:13:58	T2I: Think2Impact		
10/9/2019 19:29:36	T2I: Think2Impact		
10/9/2019 19:29:42	T2I: Think2Impact		
10/9/2019 19:29:54	T2I: Think2Impact		

Appendix R: Cabinet Minutes Approving Developmental Year Budget



Title of Event: Cabinet Meeting			
Meeting Date:	11/4/19	Time:	2pm
		Location:	President's Office
Desired Results:	Transformational Turnaround/Startup		
Attendees:	Kristin Janes, Brad Faircloth, Paul Gratton, Jack Heinen, Joe Kirkland, Toni Pauls (by phone), Paul Maurer, and Daniel Bennett		
Unable to Attend:	n/a		
Published By:	Daniel Bennett	Date Published:	11/4/19

Decisions & Action Items			
Item #	Description	Person Responsible	Due Date
1	Cabinet approved minutes from 10/30/19	All	Effective Immediately
2	[REDACTED]	Brad Faircloth	11/18/19
3	[REDACTED]	Kristin Janes	11/18/19
4	[REDACTED]	Brad Faircloth	11/11/19
5	[REDACTED]	Jack Heinen	Effective Immediately
6	Cabinet approved of QEP budget proposal totaling \$7,600.	Brad Faircloth	Effective Immediately
7	[REDACTED]	Paul Maurer	11/11/19
8	[REDACTED]	Brad Faircloth	11/18/19
9	[REDACTED]	Brad Faircloth	Effective Immediately
10	[REDACTED]	Brad Faircloth	12/2/19
11	[REDACTED]	Brad Faircloth and Toni Pauls	11/18/19
12	[REDACTED]	Toni Pauls	11/15/19
13	[REDACTED]	Paul Maurer	11/21/19
14	[REDACTED]	Paul Maurer	11/11/19
15	[REDACTED]	Jack Heinen	11/18/19

Minutes/Notes	
Item #	Description
1	[REDACTED]
2	[REDACTED]

Appendix S: Cabinet Minutes Approving Itemized Five-year Implementation Budget for T2I



Title of Event: Cabinet Meeting			
Meeting Date:	7.27.20	Time:	2pm
Location:	President's office and virtual		
Desired Results:	Transformational Turnaround/Startup		
Attendees:	Jack Heinen, Joe Kirkland, Jose Larios, David Poole, Brad Faircloth, Paul Maurer, and Daniel Bennett		
	Guests: Sara Baughman, Megan Clunan, Rachel Toone, Sharon Randall		
Unable to Attend:	n/a		
Published By:	Daniel Bennett	Date Published:	7/27/20

Decisions & Action Items			
Item #	Description	Person Responsible	Due Date
1	[REDACTED]	[REDACTED]	[REDACTED]
2	[REDACTED]	[REDACTED]	[REDACTED]
3	[REDACTED]	[REDACTED]	[REDACTED]
4	[REDACTED]	[REDACTED]	[REDACTED]
5	[REDACTED]	[REDACTED]	[REDACTED]
6	[REDACTED]	[REDACTED]	[REDACTED]
7	[REDACTED]	[REDACTED]	[REDACTED]
8	[REDACTED]	[REDACTED]	[REDACTED]
9	[REDACTED]	[REDACTED]	[REDACTED]
10	[REDACTED]	[REDACTED]	[REDACTED]
11	[REDACTED]	[REDACTED]	[REDACTED]
12	Cabinet approved the QEP Budget recommendation. 83,000 annually. Note, actual salary for Director of role is an additional +\$21,000 in benefits as compensation package. So, overall budget annually = \$104,000. Also, year one will be at 50% with Director onboarding midyear.	Brad Faircloth via Meg Clunan	Effective Immediately
13	[REDACTED]	[REDACTED]	[REDACTED]
14	[REDACTED]	[REDACTED]	[REDACTED]
15	[REDACTED]	[REDACTED]	[REDACTED]
16	[REDACTED]	[REDACTED]	[REDACTED]
17	[REDACTED]	[REDACTED]	[REDACTED]

Appendix T: Academic Years 2021-2025 Itemized Budget

Commitment of Financial Resources for T2I Implementation (AY 2021-2022): Itemized Budget

Month	Description of Work	Anticipated Costs	Misc. Information
January – December	Critical Thinking Director	\$81,600	Further information on the CT Director role see the CT Director job description. (of note: \$21,600 of total amount equates to Fringe Benefits)
August	Faculty Fellows Stipend	\$7,200	\$1,200/fellow at 6 fellows each academic year; for further information on the Faculty Fellow role see the Faculty Fellow Info Sheet.
August	Faculty and Staff Professional Development	\$1,500	Covers speaker, CT texts, CT materials, and so forth
September	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
October	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
October	T2nIghts	\$1,000	Once a semester forum to model critical thought with graciousness for the student body (can be filmed for online use as well) -- topics relevant to societal and cultural happenings will be chosen and graciously debated/discussed among chosen faculty/staff/speakers for student body viewing. Likely held in chapel location.
November	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
December	Faculty and Staff Cultivating a Culture of	\$2,400	Exist to promote camaraderie to allow for collaboration, discussion, and development among diverse fields. 1x Semester

	Critical Thinking Fellowships		
January - May	Wandering Philosophers	\$2,400	\$600/Wandering Philosopher student employee/scholarship at four Wandering Philosophers each Spring
January	Faculty and Staff Professional Development	\$1,500	Covers speaker, CT texts, CT materials, and so forth
February	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
March	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
March	T2nIghts	\$1,000	Once a semester forum to model critical thought with graciousness for the student body (can be filmed for online use as well) -- topics relevant to societal and cultural happenings will be chosen and graciously debated/discussed among chosen faculty/staff/speakers for student body viewing. Likely held in chapel location.
April	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
May	Faculty and Staff Cultivating a Culture of Critical Thinking Fellowships	\$2,400	Exist to promote camaraderie to allow for collaboration, discussion, and development among diverse fields. 1x Semester
2021-2022 Academic Year Total: \$104,600			

**Commitment of Financial Resources for T2I Implementation (AY 2022-2023):
Itemized Budget**

Month	Description of Work	Anticipated Costs	Misc. Information
January – December	Critical Thinking Director	\$81,600	Further information on the CT Director role see the CT Director job description. (of note: \$21,600 of total amount equates to Fringe Benefits)
August	Faculty Fellows Stipend	\$7,200	\$1,200/fellow at 6 fellows each academic year; for further information on the Faculty Fellow role see the Faculty Fellow Info Sheet.
August	Faculty and Staff Professional Development	\$1,500	Covers speaker, CT texts, CT materials, and so forth
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October	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
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December	Faculty and Staff Cultivating a Culture of Critical Thinking Fellowships	\$2,400	Exist to promote camaraderie to allow for collaboration, discussion, and development among diverse fields. 1x Semester

January - May	Wandering Philosophers	\$2,400	\$600/Wandering Philosopher student employee/scholarship at four Wandering Philosophers each Spring
January	Faculty and Staff Professional Development	\$1,500	Covers speaker, CT texts, CT materials, and so forth
February	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
March	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
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April	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
May	Faculty and Staff Cultivating a Culture of Critical Thinking Fellowships	\$2,400	Exist to promote camaraderie to allow for collaboration, discussion, and development among diverse fields. 1x Semester
2022-2023 Academic Year Total: \$104,600			

**Commitment of Financial Resources for T2I Implementation (AY 2023-2024):
Itemized Budget**

Month	Description of Work	Anticipated Costs	Misc. Information
January – December	Critical Thinking Director	\$81,600	Further information on the CT Director role see the CT Director job description. (of note: \$21,600 of total amount equates to Fringe Benefits)
August	Faculty Fellows Stipend	\$7,200	\$1,200/fellow at 6 fellows each academic year; for further information on the Faculty Fellow role see the Faculty Fellow Info Sheet.
August	Faculty and Staff Professional Development	\$1,500	Covers speaker, CT texts, CT materials, and so forth
September	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
October	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
October	T2nIghts	\$1,000	Once a semester forum to model critical thought with graciousness for the student body (can be filmed for online use as well) -- topics relevant to societal and cultural happenings will be chosen and graciously debated/discussed among chosen faculty/staff/speakers for student body viewing. Likely held in chapel location.
November	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
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January - May	Wandering Philosophers	\$2,400	\$600/Wandering Philosopher student employee/scholarship at four Wandering Philosophers each Spring
January	Faculty and Staff Professional Development	\$1,500	Covers speaker, CT texts, CT materials, and so forth
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March	T2nIghts	\$1,000	Once a semester forum to model critical thought with graciousness for the student body (can be filmed for online use as well) -- topics relevant to societal and cultural happenings will be chosen and graciously debated/discussed among chosen faculty/staff/speakers for student body viewing. Likely held in chapel location.
April	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
May	Faculty and Staff Cultivating a Culture of Critical Thinking Fellowships	\$2,400	Exist to promote camaraderie to allow for collaboration, discussion, and development among diverse fields. 1x Semester
2023-2024 Academic Year Total: \$104,600			

**Commitment of Financial Resources for T2I Implementation (AY 2024-2025):
Itemized Budget**

Month	Description of Work	Anticipated Costs	Misc. Information
January – December	Critical Thinking Director	\$81,600	Further information on the CT Director role see the CT Director job description. (of note: \$21,600 of total amount equates to Fringe Benefits)
August	Faculty Fellows Stipend	\$7,200	\$1,200/fellow at 6 fellows each academic year; for further information on the Faculty Fellow role see the Faculty Fellow Info Sheet.
August	Faculty and Staff Professional Development	\$1,500	Covers speaker, CT texts, CT materials, and so forth
September	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
October	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
October	T2nIghts	\$1,000	Once a semester forum to model critical thought with graciousness for the student body (can be filmed for online use as well) -- topics relevant to societal and cultural happenings will be chosen and graciously debated/discussed among chosen faculty/staff/speakers for student body viewing. Likely held in chapel location.
November	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
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January - May	Wandering Philosophers	\$2,400	\$600/Wandering Philosopher student employee/scholarship at four Wandering Philosophers each Spring
January	Faculty and Staff Professional Development	\$1,500	Covers speaker, CT texts, CT materials, and so forth
February	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
March	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
March	T2nIghts	\$1,000	Once a semester forum to model critical thought with graciousness for the student body (can be filmed for online use as well) -- topics relevant to societal and cultural happenings will be chosen and graciously debated/discussed among chosen faculty/staff/speakers for student body viewing. Likely held in chapel location.
April	Fellowship of Philosophers' Dinners	\$600	\$200/dinner for 3 Fellowships
May	Faculty and Staff Cultivating a Culture of Critical Thinking Fellowships	\$2,400	Exist to promote camaraderie to allow for collaboration, discussion, and development among diverse fields. 1x Semester
2024-2025 Academic Year Total: \$104,600			

Appendix U: Student Nomination Email Sent to all College Constituencies for Student Fellowship of Philosophers Nominations.

9/5/2020

Mail - Clunan, Megan - Outlook

Happenings Employee Newsletter

Communications <communications@montreat.edu>

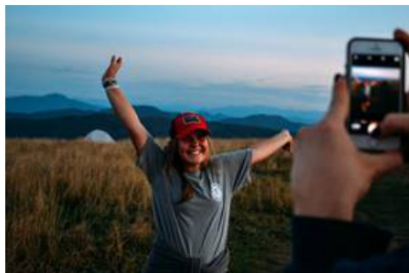
Tue 9/1/2020 5:04 PM

To: Communications <communications@montreal.edu>



Tuesday, September 1, 2020

We can't believe it's already September!
Check out the announcements for this week.



Student Organizations & Opportunities Fair

This Thursday, September 3
11:30 AM – 1:00 PM
L. Nelson Bell Library Lawn



Fellowship of Philosophers Nominations

THIS WEEK ONLY!

Fellowship of Philosophers is a Faculty Fellows led group of 5-7 students wherein critical thought with graciousness is developed. Discuss pertinent issues, sharpen thinking and reasoning, and cultivate love for truth.

9/5/2020

Mail - Clunan, Megan - Outlook

[Nominate!](#)

To nominate someone, click the button to enter their name & email, or stop by our table on the library lawn during the student organizations fair.



Grassy Branch Baptist Church - Musicians Wanted

Grassy Branch Baptist Church is looking for sound technicians, camera operators, musicians, and vocalists for their worship team. Interested in serving?

Contact:

Email: LYN.NIHART@MONREAT.EDU or
Text/Call: 828-423-7555



Let's work together to follow the 3Ws!
Wear. Wait. Wash.



Don't forget your daily temperature &
self-check! [#CampusClear](#)

MONTREAT.EDU



Have an announcement to include in a future employee or student Happenings?
Let us know by emailing communications@montreat.edu.

=====

Marketing & Communications Office

PO Box 1267 | Montreat, NC 28757
828-669-8012
www.montreat.edu



<https://outlook.office.com/mail/search/id/AAQkADk4YWFhMzA1LWY1MzEtNDExYS05MDQ4LWVhNTNjMzI5YjA3ZgAQAKg7%2BM2j10R4rB7yH1I0W...> 2/3

Appendix V: Faculty Fellows Outline

Who are Faculty Fellows?

A dyad of faculty from diverse disciplines who host a *Fellowship of Philosophers* group for the sake of modeling critical thought for and among a specified diverse group of students.

What do Faculty Fellows?

The Faculty Fellows create a space for students where pertinent issues are discussed, thinking and reasoning are sharpened, and love for truth is cultivated.

- Cultivate a hospitable atmosphere where gracious conversation occurs around difficult issues.
- Work with a fellow faculty member, of a different discipline, to model critical thought and gracious interaction for students.
- Co-host dinner gatherings for *Fellowship of Philosophers* (FoPs) once per month (dinner reimbursed by T2I) for the full academic year.
- Co-host on campus meetings for FoPs once per month for the full academic year.
- Develop a mentorship/discipleship connection with identified Wandering Philosopher(s) from within one's given FoP by meeting with that student one-on-one once per month beginning in the Spring of an academic year.
- Provide oversight and guidance at monthly Spring "Coffee House Forums" hosted by Wandering Philosophers
- Complete brief google form on progression of each FoP.
- Share experiences as a Fellow with the Critical Thinking Director and QEP Implementation Committee at the end of each semester.

What Faculty Fellows receive?

- Consulting about pedagogy, instructional design, assessment and instructional technologies to support critical thinking development.
- Relief of one assigned committee meeting per month.
- \$1200 stipend paid during the current academic year.
- Literature to support the critical thinking development of students through gracious conversation. A primary text is provided after one's

nomination to be a Faculty Fellow, to be read over the summer in preparation for the fall when the new Fellowship of Philosophers begin.

How will Faculty Fellows be prepared?

Once chosen through the College's nomination process for Faculty Fellows, as outlined in the QEP document, the faculty member will have the opportunity to accept or deny the Faculty Fellow role. If accepted the Faculty Fellow will be prepared through various facets to provide healthy facilitation of an atmosphere for students where pertinent issues are discussed, thinking and reasoning are sharpened, and love for truth is cultivated.

- Attend an orientation/training led by the QEP Director** on how to successfully lead group discussions for critical thought and gracious communication. Components of the training include, but are not limited to:
 - Discussion based not lecture based formats
 - How to engage the students that may be more reticent to speak up
 - How to manage the group so that all are empowered in their particular thought and leadership styles
 - When and why to play the devil's advocate
 - What encouraging critical thought for graciously impacting the world looks like within verbiage, tone, and relationship
 - Modeling healthy disagreement as a key component to the Faculty Fellow role
- Be provided with a text to read over the summer regarding pedagogy which supports the critical thinking processes and development of students in higher education.

What is a typical Fellowship of Philosophers' Outline?

- Welcome.
- Article / Topic / Concept discussed.
 - The discussion element will have been previously provided to FoP students. FoP students are asked to come prepared with what they perceive to be opposing thoughts and underlying themes of the article, topic, or concept.
 - QEP Director** will provide options of an article, topic, or concept, however the Faculty Fellows may choose their own as well.

- Faculty Fellows ask the following questions for students to discuss based on the identified concepts of the particular gathering: (1) Who are we?, (2) Where are we? (i.e. what, if any, assumptions is this particular topic, reading, material based upon?), (3) What is wrong?, (4) What is the solution?, and (5) What time is it?
 - Asking the final question, 'What time is it?' clarifies the shape of worldview thinking and keeps one from losing the important 'this-world' dimension of critical thinking.
 - Concluding thoughts.
 - Decide on date/time of next gathering.
 - Complete brief google form sharing how the particular FoP progressed.
- **QEP Director will eventually be replaced by a Critical Thinking Director

Appendix W: Timetable of Initiatives and Activities

Semester	Description of Activity
Fall 2019	<ul style="list-style-type: none"> - T2I in the Classroom conceptualized - Developmental year budget created and approved - Baseline data for <i>Launch</i> tier courses gathered
Spring 2020	<ul style="list-style-type: none"> - Faculty and staff professional development begins (January, 2020) - Course identified for <i>Reinforce</i> tier and baseline data gathered. - Faculty and staff fellowships for cultivating a culture of critical thinking begin (May, 2020) - Implementation year budget created and approved - Baseline data for <i>Reinforce</i> and <i>Impact</i> tiers gathered
Fall 2020	<ul style="list-style-type: none"> - Faculty-fellows initiated - Fellowship of Philosophers for AY 2020-2021 initiated in SAS Undergrad. - T2nIght Fall '20 (inaugural event) - T2I in the Classroom initiated within INDS1102, INSD1202, and GNED2150 (<i>Launch</i>); and two Departments' majors (<i>Reinforce</i>) - Faculty and staff professional development (August) - Faculty and staff fellowships for cultivating a culture of critical thinking (August and December)
Spring 2021	<ul style="list-style-type: none"> - Critical Thinking Director begins - Wandering Philosophers Spring '21 - T2I in the Classroom initiated in two additional Departments' majors (<i>Reinforce</i>) - Faculty and staff professional development (January) - Faculty and staff fellowships for cultivating a culture of critical thinking (February and May)
Fall 2021	<ul style="list-style-type: none"> - T2I in the Classroom initiated in two additional Departments' majors (<i>Reinforce</i>); and IS461 (<i>Impact</i>) - Fellowship of Philosophers for AY 2021-2022 initiated in SAS Undergrad - T2nIght Fall '21 - Faculty and staff professional development (August)

	<ul style="list-style-type: none"> - Faculty and staff fellowships for cultivating a culture of critical thinking (August and December)
Spring 2022	<ul style="list-style-type: none"> - T2I in the Classroom initiated in remaining Departments' majors (<i>Reinforce</i>) - Wandering Philosophers Spring '22 - Faculty and staff professional development (January) - Faculty and staff fellowships for cultivating a culture of critical thinking (February and May)
Fall 2022	<ul style="list-style-type: none"> - T2I in the Classroom 3-year assessment completed for all tiers - Fellowship of Philosophers for AY 2022-2023 initiated in SAS and AGS Undergrad - T2nIght Fall '22 - Faculty and staff fellowships for cultivating a culture of critical thinking (August and December)
Spring 2023	<ul style="list-style-type: none"> - Focus groups with students regarding perception of success of T2I - Wandering Philosophers Spring '23 - Faculty and staff professional development (January) - Faculty and staff fellowships for cultivating a culture of critical thinking (February and May)
Fall 2023	<ul style="list-style-type: none"> - Utilizing data from Fall '22 Spring Assessment and Spring '23 Student Focus Groups adjust or strengthen T2I accordingly - Fellowship of Philosophers for AY 2023-2024 initiated in SAS and AGS Undergrad - T2nIght Fall '23 - Faculty and staff professional development (August) - Faculty and staff fellowships for cultivating a culture of critical thinking (August and December)
Spring 2024	<ul style="list-style-type: none"> - Wandering Philosophers Spring '24 - Faculty and staff professional development (January) - Faculty and staff fellowships for cultivating a culture of critical thinking (February and May)
Fall 2024	<ul style="list-style-type: none"> - Fellowship of Philosophers for AY 2024-2025 initiated in SAS and AGS Undergrad - T2nIght Fall '24 - Faculty and staff professional development (August)

	<ul style="list-style-type: none"> - Faculty and staff fellowships for cultivating a culture of critical thinking (August and December)
Spring 2025	<ul style="list-style-type: none"> - Wandering Philosophers Spring '25 - Faculty and staff professional development (January) - Faculty and staff fellowships for cultivating a culture of critical thinking (February and May)

Appendix X: AAC&U Critical Thinking VALUE Rubric

CRITICAL THINKING VALUE RUBRIC

for more information, please contact valnet@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- **Context:** The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact valuel@aaaac.org



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmarks (all one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Appendix Y: AAC&U Creative Thinking VALUE Rubric

CREATIVE THINKING VALUE RUBRIC

for more information, please contact valnet@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reading, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Framing Language

Creative thinking, as it is fostered within higher education, must be distinguished from less focused types of creativity such as, for example, the creativity exhibited by a small child's drawing, which stems not from an understanding of connections, but from an ignorance of boundaries. Creative thinking in higher education can only be expressed productively within a particular domain. The student must have a strong foundation in the strategies and skills of the domain in order to make connections and synthesize. While demonstrating solid knowledge of the domain's parameters, the creative thinker, at the highest levels of performance, pushes beyond those boundaries in new, unique, or atypical recombinations, uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking to achieve a solution.

The Creative Thinking VALUE Rubric is intended to help faculty assess creative thinking in a broad range of transdisciplinary or interdisciplinary work samples or collections of work. The rubric is made up of a set of attributes that are common to creative thinking across disciplines. Examples of work samples or collections of work that could be assessed for creative thinking may include research papers, lab reports, musical compositions, a mathematical equation that solves a problem, a prototype design, a reflective piece about the final product of an assignment, or other academic works. The work samples or collections of work may be completed by an individual student or a group of students.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Exemplar: A model or pattern to be copied or initiated (quoted from www.dictionarystreference.com/browse/exemplar).
- Domain: Field of study or activity and a sphere of knowledge and influence.

CREATIVE THINKING VALUE RUBRIC

for more information, please contact value@uaa.uv



Definition

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	2	Benchmark 1
Acquiring Competencies <i>This step refers to acquiring strategies and skills within a particular domain.</i>	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.	Model: Successfully reproduces an appropriate exemplar.
Taking Risks <i>May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.</i>	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking <i>Novelty or uniqueness (of ideas, claim, question, form, etc.)</i>	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Connecting, Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.

Appendix Z: Montreal College T2I Critical Thinking Rubric

Montreal College T2I Critical Thinking Rubric

Definition

Critical Thinking is disciplined thinking that is clear, rational, open-minded, systematic, and informed by evidence (EO 1.2).

Framing Language

The culture of higher education includes the pursuit of truth, for the sake of conveying truth to the world. In the pursuit of truth students encounter various understandings and points of view. Therefore, CT is required for students' development through understanding, evaluating, deciding, and graciously communicating ideas and conclusions.

The goal of Montreal College's T2I is to develop the critical thinking skills of our students so that they can graciously impact the world around them. To assess the effectiveness of T2I the following rubric is utilized. The T2I rubric addresses the skills of problem solving and learning, creative thinking, and communication of multifaceted ideas, as each are skill based components of critical thinking.

Problem solving and learning include the ability to separate relevant and irrelevant information, to integrate multiple sources of information to solve problems and to learn and apply new information to solve real-world problems. Creative thinking involves identifying or deriving alternative interpretations for data or observations, recognizing new information that might support or contradict a hypothesis, and explaining how new information can change one's understanding and ability to address a problem. Communication of multifaceted ideas includes the ability to communicate ideas graciously so engagement with the world can be done effectively and precisely.

Work samples to be assessed include, but are not limited to, student reflections, discussion board posts, and course presentations.

Glossary

- Disciplined thinking: Controlled thought that demonstrates elements defined below:
 - Clear: Expressing ideas in a straight-forward and simple manner.
 - Rational: Thought that clearly demonstrates cognitive reasoning to come to a logical conclusion.
 - Open-minded: A genuine critical openness to the ideas and beliefs of others (EO 2.4).
 - Systematic: Organized thought that follows a logical plan to investigate or explain an idea.
 - Evidence: Quantitative and qualitative information that is supported by direct observation and empirical sources.

*This rubric was created using the Association of American Colleges and Universities Critical Thinking VALUE Rubric. Retrieved from <https://www.aacu.org/value/rubrics>

Evaluators are encouraged to assign a zero to any work sample or collection that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Explanation of issues (Critical Thinking Rubric)	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Influence of context and assumptions (Critical Thinking Rubric)	Thoroughly (systematically and methodologically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Solving Problems (Creative Thinking Rubric)	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	One single approach is considered and is used to solve the problem.
Innovative Thinking <i>Novelty or uniqueness (of ideas, question, form, etc.)</i> (Creative Thinking Rubric)	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.

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