

Lubbock Christian University

Quality Enhancement Plan Executive Summary

I think; therefore, I write.

The Lubbock Christian University Quality Enhancement Plan (QEP), *I think; therefore, I write*, provides a framework by which faculty and students deliberately foster a community of critical thinkers that expresses itself well in discipline-appropriate written forms. The QEP consists of interrelated initiatives for students to improve critical thinking abilities and for faculty to improve critical thinking pedagogy and assessment.

Upper-division critical thinking-intensive courses

Academic departments designate critical thinking-intensive courses from their upper-division offerings. Faculty for these courses receive training, support, and monitoring from the Teaching Commons, the QEP Director and the Implementation Committee. Instructors develop discipline-appropriate writing assignments and mechanisms that incorporate critical thinking elements.

Faculty development in critical thinking and its use in instruction

The QEP influences the student learning environment by encouraging faculty to become more overt in their use of critical thinking-related concepts and vocabulary in their interaction with students and one another. The QEP provides professional development and support for faculty in pedagogy and assessment of critical thinking through the following initiatives.

Scholars Colloquium

Each year, Lubbock Christian University holds a Scholars Colloquium, led by faculty members dedicated to encouraging student-faculty research collaboration. The Scholars Colloquium allows both faculty and students to showcase original scholarship. Organized as a professional academic conference, faculty members sponsor student papers and posters for presentation.

Teaching Commons/Faculty Fellows

A strategic part of the QEP, the Teaching Commons brings faculty together as they can share and collaborate to develop effective pedagogical strategies. In addition to providing a clearinghouse for practical resources and research on teaching and learning, the Teaching Commons connects faculty with wider networks of innovation beyond the campus through consultants and speakers. The Teaching Commons also provides grants for Faculty Fellows to receive targeted professional development in critical thinking pedagogy and assessment. Three Faculty Fellows are selected each semester to implement critical thinking-related concepts more explicitly in their courses, and these faculty members contribute directly to and interact regularly through the Teaching Commons. The Teaching Commons is an important crossroad where multiple initiatives intersect and are coordinated in ways that add value to the institution and its ability to improve student learning.

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