

- 1. Intentionality** – activities for both students and faculty/staff will be intentional and crafted to support a deeper level of critical thinking through the course of the five-year QEP implementation process. Transformation and the creation of a campus culture that supports critical thinking depend on our intentionality.
- 2. Evidence-Based Decision Making**—we will assess the program continually and systematically, allowing decisions to be informed by both informal and formal measures, the value we see added to students’ learning experiences, and commitment to learning outcomes.
- 3. Flexibility**—because the entire process should be evidence-based, we understand that this plan is our best guess, and we will exhibit flexibility and good stewardship in our planning and implementation.
- 4. Consensus-seeking**—because we rely on the expertise and the experience of our faculty in their disciplines and in their departments, we will seek to build consensus inside academic departments as to how to accomplish and give evidence of critical thinking outcomes inside their disciplines and with their upper-level students. In that same vein, we will encourage and support every department on campus to create courses that explicitly teach critical thinking skills inside their disciplines. Finally, our committee structure will reflect our desire to involve as much of the campus as possible.
- 5. Continuous Improvement**—we are committed to faculty and staff development and wish to build a community of critical thinking fellows/scholars committed to studying, teaching, and presenting their experiences on teaching and learning through critical thinking.
- 6. Transformation**—we will actively seek ways to encourage and support critical thinking in both curricular and co-curricular endeavors, with a goal of creating a campus culture of students, staff, and faculty committed to improving their critical thinking skills in the most transformative of ways.