

**Brite Divinity School**  
**Quality Enhancement Plan Executive Summary**

**Title:** Preparing Master of Divinity Students to Practice Theologically Informed Justice as Leaders in Faith Communities and Other Contexts.

**The following core statement reflects deep goals of our entire academic program that are to be strengthened by our Quality Enhancement Plan (QEP):**

*Brite Divinity School, its faculty and staff, are committed to a theologically informed pursuit of justice by creating an educational experience that helps students and graduates bring the best of their integrative capacities and their understanding of intersectional justice to their leadership in communities of faith and to broader contexts in the world. Building upon these values, Brite Divinity School's Quality Enhancement Plan topic is: Preparing Master of Divinity students to practice theologically informed justice as leaders in faith communities and other contexts.*

**Our proposed QEP attends to several important aspects of student learning. These include the following:**

- 1) The ability to integrate their understanding of theology, justice, and practice.
- 2) The ability to understand the dynamics of intersectional justice.
- 3) The ability to imagine how they will embody justice-seeking leadership in communities of faith and broader contexts in the world.

**To facilitate this student learning, we are implementing the following specific strategies:**

- Student Retreats: In consultation with the QEP Director, the Director of Community and Spiritual Life will develop required retreats. All students in first Masters programs (M.Div., MATM, and MTS) will be required to attend two retreats in their first year. By the end of the second retreat, students will be able to: i) Name their social and global location as a way to engage issues of justice and intersectionality, ii) Identify places of integration across their educational experiences in the first year of their work at Brite in order to connect more clearly with the development of their theological perspective (students may experience some dis-integration early on in their time at Brite), and iii) To articulate their emerging theological understandings of justice and intersectionality and implications these have for their sense of vocation and leadership.
- Refined "Thinking Theologically in Context" courses are part of our required Master of Divinity curriculum, to be taken in the latter part of their M.Div. studies, after students have completed at least 27 credit hours. They are designed to help students integrate their understandings of theology, justice and practice in relation to one particular justice-oriented issue and develop their understanding of a theologically informed pursuit of justice as part of their leadership in communities of faith and other contexts. These courses will also address issues of intersectional justice related to the justice-oriented issue that serves as the focus of the course.
- Periodic lectures by outside guest speakers, intentional faculty conversations and/or Workshops on intentionally teaching toward justice and intersectionality.
- Encouragement for staff and faculty to participate in TCU's ongoing work on diversity, equity and inclusion. These include workshops on topics such as "Interrupting Microaggressions," "Unpacking Disability Stereotypes," and "Bystander to Upstander: Transforming Culture."

**For information regarding the development and implementation of the QEP, please contact Director: Dr. Timothy Lee, [t.lee@tcu.edu](mailto:t.lee@tcu.edu).**