

(<https://www.muw.edu/qep2012>)

The following is an archive of the 2012 Quality Enhancement Plan website. Where possible, we have updated links to anchors within this document or to the live pages on the university's website.



## **Think Outside the Books: Cultivating Intellectual Curiosity**

### **Mississippi University for Women Quality Enhancement Plan**

Welcome to the MUW QEP administrative website. This website provides basic information about QEP Team actions, assessments, and other housekeeping items related to implementation and review of the MUW QEP. This site is specifically designed to help the University implement and assess the QEP.

If you're looking for information designed for faculty, students, and staff about what the QEP means for you, please visit our [Think Outside the Books: Cultivating Curiosity](#) website.

- [QEP Home](#)
- [Overview](#)
- [Process & Proposals](#)
- [QEP References](#)
- [Plan](#)
- [Subcommittees](#)
- [Assessment Data](#)
- [QEP Team Minutes](#)
- [SACS Home](#)
- [Think Outside The Books](#)
  - [Students](#)
  - [Faculty](#)
  - [Staff](#)

## QEP Overview

### Executive Summary

The purpose of the Mississippi University for Women (MUW) QEP is to nurture intellectual curiosity in MUW students. The MUW QEP defines the intellectually-curious learner as one with a genuine desire for knowledge that leads to independent exploration. Intellectually-curious students find satisfaction in producing knowledge through active problem solving. Additionally, they understand the need for thorough analyses that result in distinguishing relevant from irrelevant information and that generate clearly-communicated solutions. In order to enhance the intellectual curiosity of MUW students, Think Outside the Books: Cultivating Intellectual Curiosity will implement Active Learning, Problem-Based Learning, and Inquiry-Based Learning (APIL) pedagogies to teach and reinforce the multiple learning skills needed to become an active learner.

The goals, objectives, student learning outcomes (SLOs), and benchmarks of the MUW QEP were developed as a result of baseline CLA+, NSSE, and Need for Cognition Scale (NCS) data on MUW students as well as information gathered from the MUW faculty during multiple listening sessions as the QEP was developed. Based on the information gathered, the following QEP overarching goals were established:

***Goal 1: Increase student intellectual curiosity to improve student success.***

***Goal 2: Incorporate effective APIL strategies in MUW academic and co-curricular programs.***

Goal 1 of the QEP includes three objectives and five SLOs. Goal 2 includes three objectives and five benchmarks ([click here to view the goals and SLOs](#)). The SLOs and benchmarks will be assessed at the university and program levels using direct and indirect assessment methods. The CLA+ Analysis and Problem Solving and Writing Effectiveness results, specific NSSE items, and the NCS results will be used as national standardized measures. Student Focus Groups and instruments developed at the program level will provide program-specific assessment information.

Implementation of the MUW QEP will occur by focusing on two colleges in year one of the QEP and two colleges in year two. APIL Specialists will be designated in each college and will serve to help identify and promote active learning strategies in the programs of their colleges. The QEP Team, which includes representatives from all campus constituencies, will be responsible for oversight of the QEP implementation. The QEP Team, along with the newly-established Center for Teaching and Learning (CTL), will provide faculty development initiatives to enhance student engagement across campus.

[Read the MUW Quality Enhancement Plan Proposal: "Think Outside the Books: Cultivating Intellectual Curiosity" \(.pdf\)](#)

# Quality Enhancement Plan (QEP) Basics

## What is the QEP?

The QEP is a SACSCOC core requirement that aims to transform student learning on campus. Ultimately, selected project ideas will require fuller proposals, but in the initial stage the MUW QEP committee seeks a simple summary of your best ideas as to how to improve student learning. All QEP topics should be broad-based in that they engage the full university community and should be focused on student learning, and/or the student environment, and/or the university mission.

In other words, the QEP is an opportunity for every individual, student group, faculty teaching circle, etc., to voice their thoughts and ideas about how to improve learning on campus. The QEP committee takes a very broad view of student learning, and topics can include all manner of issues or ideas that relate to the student experience. From the orthodox to “outside the box,” all ideas are welcome. And all members of the campus community are encouraged to submit topics.

## Core Requirement 2.12

"The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution."

## Comprehensive Requirement 3.3.2

"The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement."

## How SACSCOC defines QEP:

"The Quality Enhancement Plan (QEP) describes a course of action for enhancing educational quality. Core Requirement 2.12 requires that an institution develop an acceptable Quality Enhancement Plan that focuses on learning outcomes and/or the environment supporting student learning.

Comprehensive Standard 3.3.2 requires that the institution ensure that it has the capacity to implement and sustain the QEP, that a broad base of stakeholders was involved in the process, and that the QEP identifies goals and a plan to assess their achievements. Part IV of this handbook addresses the development of the QEP, which is forwarded to the On-Site Reaffirmation Committee prior to its campus visit and to the SACSCOC Board of Trustees prior to action on the institution's reaffirmation."

## QEP Process & Proposals

### QEP Topic

The MUW (Quality Enhancement Plan) QEP is entitled “Cultivating Intellectual Curiosity” and, broadly speaking, it aims to “create a culture of intellectual engagement on campus.”

The goals of the QEP are to help students to understand how they learn, to promote active learning, and to support students as they pursue their intellectual interests both in and out of the classroom.

By encouraging student engagement and active learning, we encourage the development of self-motivated learners—students who produce knowledge as opposed to passively consume it.

Students will “take ownership of their own learning” by mastering the necessary skills, processes, and tools needed to articulate and develop research questions, figure out how to approach the problem, do the research, and discover and report the answer, whether individually or as a group.

Through the QEP we will prioritize “academic curiosity” and training in the skills necessary to pursue those interests, creating a culture of intellectual engagement in the process.

[Read the MUW Quality Enhancement Plan \(.pdf\)](#)

### QEP Topic Proposals

In Fall 2011, the QEP Committee placed an open call for submissions for proposals on the topic of the Quality Enhancement Plan. By December, those submissions had been distilled to the list of finalists below. The QEP Committee made a final decision to go with "Cultivating Curiosity" in May 2012 and it was announced to the University in August of 2012. From this proposal grew the current QEP. As we work toward achieving the lofty goals of creating engaged learners, we thought you might like to better understand how this became the focus of the QEP.

[Writing is Everywhere](#)  
[Evaluation Rubric](#)

[Student Collaborative Behavior](#)  
[Student Collaborative Behavior \(Figure\)](#)  
[Evaluation Rubric](#)

[Responsible Citizenship](#)  
[Evaluation Rubric](#)

[Move To Improve](#)  
[Evaluation Rubric](#)

**Ethics**

Evaluation Rubric

**Digital & Information Literacy**

Evaluation Rubric

**Cultivating Curiosity**

Evaluation Rubric

## QEP References

**Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)**

<http://www.sacscoc.org>

**SACSCOC Principals of Accreditation - 2012 Edition**

<http://sacscoc.org/pdf/2012PrinciplesOfAcrcditation.pdf>

**Quality Enhancement Plans Submitted by Other Institutions with Graduate Programs**

**2011** - <http://sacscoc.org/2011TrackbQEPSummaries.asp>

**2010** - <http://sacscoc.org/2010TrackbQEPSummaries.asp>

**2009** - <http://sacscoc.org/2008TrackBQEPSummaries.asp>

**Mississippi University for Women SACS Accreditation Reaffirmation Website**

<http://web3.muw.edu/sacs>

## The Quality Enhancement Plan

The purpose of the MUW QEP is to nurture intellectual curiosity in MUW students. The MUW QEP defines the intellectually-curious learner as one with a genuine desire for knowledge that leads to independent exploration. Intellectually-curious students find satisfaction in producing knowledge through active problem solving. Additionally, they understand the need for thorough analyses that result in distinguishing relevant from irrelevant information and that generate clearly-communicated solutions. In order to enhance the intellectual curiosity of MUW students, *Think Outside the Books: Cultivating Intellectual Curiosity* will implement Active Learning, Problem-Based Learning, and Inquiry-Based Learning (APIL) pedagogies to teach and reinforce the multiple learning skills needed to become an active learner.

As a result, the MUW QEP will achieve two overarching goals:

### **Goal 1 (Learning): Increase student intellectual curiosity to improve student success.**

- *Objective 1: Improve students' abilities to develop and ask relevant and valid research questions.*
  - SLO1: Students will evaluate and analyze information accurately.
  - SLO2: Students will demonstrate increased learning and problem solving abilities.
  - SLO3: Students will demonstrate an increased desire to learn.
- *Objective 2: Improve students' abilities to pursue answers and solutions to their own questions, problems, scenarios, or lines of inquiry.*
  - SLO1: Students will evaluate and analyze information accurately.
  - SLO2: Students will demonstrate increased learning and problem solving abilities.
  - SLO4: Students will demonstrate creative thinking in problem solving.
- *Objective 3: Improve students' abilities to produce and author knowledge by exploring open-ended questions, problems, scenarios, or lines of inquiry.*
  - SLO1: Students will evaluate and analyze information accurately.
  - SLO2: Students will demonstrate increased learning and problem solving abilities.
  - SLO3: Students will demonstrate an increased desire to learn.
  - SLO4: Students will demonstrate creative thinking in problem solving.
  - SLO5: Students will communicate ideas effectively.

### **Goal 2 (Environment): Incorporate effective APIL strategies in MUW academic and co-curricular programs.**

- *Objective 1: Develop an infrastructure and environment to support faculty development and student readiness with regard to APIL strategies.*
  - BM1: The MUW Center for Teaching & Learning will be developed and operationalized by year 2 of the QEP.
  - BM2: APIL Specialists will be designated in 2 of 4 colleges in year 1 of the QEP.
  - BM3: At least 2 faculty development opportunities per academic year will be provided, including a fall faculty development conference each year.
- *Objective 2: Transform the first-year experience course (UN 101 Freshman Seminar) to stimulate intellectual growth, ground students in APIL strategies, and instill a sense of excitement about learning and discovery.*

- BM4: A First-Year Experience Course Revision Committee will be convened and charged in year 1 of the QEP to implement the revised course in year 2 of the QEP.
  
- Objective 3: Implement effective APIL strategies across campus in multiple programs and co-curricular activities
  - BM3: At least 2 faculty development opportunities per academic year will be provided, including a fall faculty development conference each year.
  - BM5: At least 2 APIL strategies will be implemented in each program participating in year 1 of the QEP and at least 35% of all academic programs will implement APIL strategies by year 3 of QEP.



## QEP Subcommittees

### **Co-curricular**

- Sirena Cantrel (chair)
- Jessica Harpole
- Shelley Moss
- Bridget Piescel
- Mark Bean
- Sade Meeks (student)

### **Academic Support**

- Nora Corrigan (chair)
- Todd Bunnell
- David Brooking
- Dalton Dogan
- Rick Frazier
- Joshua Hanes
- Tammie McCoy
- Cathy Young
- Erin Kempker
- Amber Handy

### **Marketing/Communication:**

- Anika Perkins (chair)
- Dee Larson
- Rich Sobolewski
- Barry Smith
- Mark Bean

### **Faculty Development:**

- Ross Whitwam (chair)
- Brenda Dickey
- Amber Handy
- Mary Helen Hawkins
- Beverly Joyce
- Terry Todd

### **Assessment:**

- Irene Pintado (chair)
- Dorothy Berglund
- Marty Hatton
- Carla Lowery
- Martha Jo Mims
- Chad Murphy
- Mark Bean

### **QEP Team:**

- Sirena Cantrel
- Nora Corrigan
- Marty Hatton
- Erin Kempker
- Rusty King
- Carla Lowery
- Sade Meeks
- Nora Miller
- Martha Jo Mims
- Irene Pintado
- Anika Perkins
- Ross Whitwam
- Cathy Young
- Amber Handy (QEP Team Chair)
- Mark Bean (QEP Director)
- Tom Richardson (ex officio)

## QEP Assessment Data

### **Compiled Data**

- [MUW QEP 3rd-Year Impact Report](#)
- [2013 - 2015 Assessment Report](#)
- [2013 - 2015 Total CLA+ Results Snapshot](#)
- [2013 - 2015 CLA+ Analysis & Problem Solving and Writing Effectiveness Results](#)
- [2013 - 2015 QEP NSSE Items Results](#)
- [2013 - 2015 Need for Cognition Scale Results](#)
- [2013 - 2015 Academic Performance Indicators-Correlations](#)

### **Assessment Resources**

- [QEP Goals, Objectives, SLOs, Benchmarks & Assessment Measures](#)
- [CLA+ Information](#)
- [NSSE Information](#)
- [Need for Cognition Scale](#)

### **For Available Data Files Contact:**

Dr. Mark Bean  
QEP Director  
[mhbean@muw.edu](mailto:mhbean@muw.edu)  
Ext. 7226  
Box W-1636

## QEP Team Minutes

[October 20, 2014](#)

[January 16, 2015](#)

[February 20, 2015](#)

[March 20, 2015](#)

[September 11, 2015](#)

[October 09, 2015](#)

[November 13, 2015](#)

[February 12, 2016](#)

[April 8, 2016](#)

[September 23, 2016](#)

[October 28, 2016](#)

## Think Outside the Books

### **Cultivating Intellectual Curiosity**

In the 21<sup>st</sup> century, the world changes quickly. Technology and innovation can transform professions in a manner of years, even months. That's why, at MUW, we are focused on making sure students know how to ask good questions and find or form answers for themselves.

Our Quality Enhancement Plan, entitled "Think Outside the Books: Cultivating Intellectual Curiosity", aims to get students actively doing work in a professional field and creating knowledge, as opposed to passively consuming it. In the next five years, you will see an increased focus on active learning and inquiry and problem-based learning (which we're calling APIL, "pronounced apple," for shorthand). Everyone has a part to play in the QEP—faculty, students, and staff. Together we will create a community that values and supports intellectual growth and curiosity.

Information for:

[Students](#) | [Faculty](#) | [Staff](#)

---

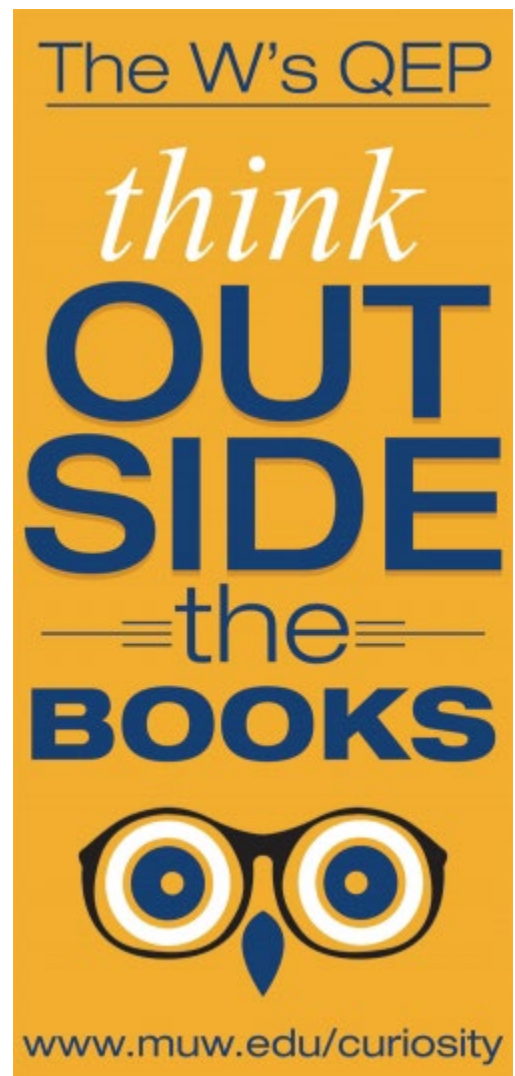
## **Announcements**

### **Fall 2015 APIL Specialists Chosen**

Congratulations to the first four APIL Specialists! Dr. Amy Pardo and Dr. Amber Handy from the College of Arts & Sciences and Dr. Chrystal Hodges and Dr. Royal Toy from the College of Education & Human Sciences will begin their work as APIL Specialists in the upcoming fall semester. Learn more about what that work entails [here](#).

### **Apply to be an APIL Specialist in Fall 2015**

Applications are now being accepted for Fall 2015 APIL Specialists from faculty in the College of Arts & Sciences and the College of Education & Human Sciences. The application deadline is February 20, 2015. [Learn more about the benefits of the APIL Specialist program.](#)



# **Mississippi University for Women Quality Enhancement Plan**

[Read the MUW Quality Enhancement Plan Proposal: "Think Outside the Books: Cultivating Intellectual Curiosity" \(.pdf\)](#)

## Information for Students

In the next five years, MUW seeks to help you take ownership of your learning by mastering whatever skills, tools, and processes you need to ask good questions, find or form good answers, and share your results with others. This might mean new opportunities for you to do an internship, create an undergraduate research project, take a field trip, attend a conference, or participate in lab work, among other things. The entire University will pull together to foster a culture of intellectual engagement on campus. So, get ready for learning to leave the classroom. Start asking yourself what it is you're curious about and how you might pursue that interest—even if it takes you "outside the books."

### **An intellectually curious MUW student will be able to:**

1. Develop relevant and valid research questions.
2. Effectively pursue answers and solutions to her/his own questions, problems, scenarios, or lines of inquiry.
3. Produce and author knowledge by exploring open-ended questions, problems, scenarios, or lines of inquiry.

### **Projected Benefits to Students:**

1. Further development of the “personalized learning environment” for which MUW is known. The QEP will encourage increased faculty-student and peer contact outside the classroom and encourage more interaction within the classroom.
2. Increased opportunity to engage in undergraduate research.
3. Increased opportunity to engage in internships.
4. Increased development of problem-solving, critical thinking, and communication skills.
5. Increased participation in discussions that focus on self-reflection and the personal nature of learning.

### **How will we know if it is successful?**

The success of the QEP will be assessed by several methods, including locally-developed measures, such as student focus groups and discipline-specific gateway and capstone courses, and national measures, such as the National Survey of Student Engagement (NSSE) and the Collegiate Learning Assessment Plus (CLA+).

### **Learn more about the QEP:**

[Read the full QEP document, including the process for developing MUW’s QEP and the implementation plan.](#)

## Student Resources

The [Student Success Center](#) has a range of services available to MUW students, including peer tutoring and workshop series.

The [Writing Center](#) has dedicated interns who seek to help students improve their writing abilities. They have one-on-one and face-to-face sessions available to all MUW students for free. They also offer online help via email and Google Docs.

[Fant Library](#) provides a host of services to support student and faculty research.

## Information for Faculty

The W's QEP, "Think Outside the Books: Cultivating Intellectual Curiosity," aims to improve student learning by creating a campus culture supportive of intellectual curiosity, both in and out of the classroom, through the use of active learning, problem-based learning, and inquiry-based learning (APIL—pronounced "apple"). The point of the QEP is to transform education from something students *get* to something they *do*. The QEP goals will be achieved through the introduction of APIL strategies and pedagogies into the academic majors and UN 101 (Introduction to College Life), as well as through activities outside the classroom. Faculty can participate in the QEP in a variety of ways, including becoming an APIL Specialist, applying for a teaching innovation grant to support APIL strategies, and engaging in workshops and conversations about student learning across campus.

### **An intellectually curious MUW student will be able to:**

1. Develop relevant and valid research questions.
2. Effectively pursue answers and solutions to her/his own questions, problems, scenarios, or lines of inquiry.
3. Produce and author knowledge by exploring open-ended questions, problems, scenarios, or lines of inquiry.

### **Projected Benefits to Students:**

1. Further development of the "personalized learning environment" for which MUW is known. The QEP will encourage increased faculty-student and peer contact outside the classroom and encourage more interaction within the classroom.
2. Increased opportunity to engage in undergraduate research.
3. Increased opportunity to engage in internships.
4. Increased development of problem-solving, critical thinking, and communication skills.
5. Increased participation in discussions that focus on self-reflection and the personal nature of learning.

### **Projected Benefits for Faculty:**

1. Increased support for our focus on teaching, specifically learning about new pedagogies and promoting techniques that work at MUW.
2. Increased availability of funds to support innovative teaching and taking students out of the classroom.
3. Recognition for innovative teaching.
4. Increased opportunity for faculty mentorship and peer teaching observations.
5. Increased opportunity for professional development and networking with colleagues.
6. Increased academic engagement on the part of students.
7. Improved campus environment that better supports the intellectual pursuits of our community.



## **How will we know if it is successful?**

The success of the QEP will be assessed by several methods, including locally-developed measures, such as student focus groups and discipline-specific gateway and capstone courses, and national measures, such as the National Survey of Student Engagement (NSSE) and the Collegiate Learning Assessment Plus (CLA+).

## **Learn more about the QEP:**

[Read the full QEP document, including the process for developing MUW's QEP and the implementation plan.](#)

## Faculty Resources

### **Training**

- [Fall Development Conference](#)
- [Kossen Center for Teaching & Learning](#)

### **Positions**

- [APIL Specialists](#)

### **Funding**

- [APIL Teaching Innovation Grants](#)
- [Faculty Senate Funding](#)
- [MUW Foundation Faculty Development Awards](#)
- [Sponsored Programs Funding Opportunities](#)

### **Information**

- [Quality Enhancement Plan Team website](#)

## APIL Specialists

MUW's QEP, "Think Outside the Books: Cultivating Intellectual Curiosity," will offer a unique opportunity for faculty to interact and engage in cross-disciplinary discussions about improving active, problem-based, and inquiry-based learning strategies across campus. A group of dedicated faculty known as APIL Specialists will be at the heart of this discussion. APIL is a short-hand term created for the QEP that stands for active learning, problem-based learning, and inquiry-based learning strategies, which are key to creating the intellectual change we want to create at MUW. Over the next three years each college will select several APIL specialists from among its faculty to help lead the adoption and spread of pedagogical change across campus. The application deadline for Spring 2017 APIL Specialists is October 10, 2016.

Learn more about the [benefits](#) and [expectations](#) of an APIL Specialist position, the [support services](#) available, and the [application process](#). View a list of current and past APIL Specialists [here](#). To learn more about APIL pedagogies and how they fit into the wider QEP, download the full QEP Plan [here](#).

## Current and Past APIL Specialists

- College of Education & Human Sciences: Dr. Holleen Krogh and Ms. Ashley Matthews
- College of Arts & Sciences: Dr. Kristi DiClemente
- College of Business and Professional Studies: Ms. Ashley Chisolm and Mr. Thomas Haffey
- College of Nursing and Speech-Language Pathology: Mr. Russell King
- College of Arts & Sciences: Dr. Nora Corrigan and Dr. Amy Pardo
- College of Education & Human Sciences: Dr. Chrystal Hodges and Dr. Royal Toy

## Benefits

- Designation as an APIL Specialist
- One 3-5 credit course release from your regular teaching load during your active APIL Specialist semester (includes funds for adjunct pay to cover the course release at no cost to your department)
- Teaching consultation and support services from a variety of campus offices and workshop opportunities
- An enjoyable chance to reflect on your teaching practices, try something new, and work closely with colleagues

## Expectations

APIL Specialists are expected to:

- Be open to learning new ways of engaging students in the learning process

- Implement or expand existing APIL-style pedagogical techniques in at least one class during their active semester
- Research and read materials on the scholarship of teaching and learning in order to help develop new teaching strategies
- Attend and actively participate in faculty development workshops on campus in the semesters before, during, and after their active APIL semester
- Share and discuss teaching experiences with their colleagues
- Be open to participating in classroom observations
- Share with their colleagues the pedagogical changes they made in their course(s) as a result of their time as an APIL Specialist through formal workshop and informal conversations
- Share with their colleagues through formal workshops and informal conversations the challenges and set-backs encountered while trying to implement APIL strategies in their course(s), and the course-corrections or ad hoc solutions attempted
- Mentor colleagues who wish to implement APIL strategies in their own classes, both in your own college and across campus

## Support Services

APIL Specialists will receive consultation and support from a variety of offices on campus. These include the Center for Teaching & Learning, the QEP Team, the Faculty Development subcommittee of the QEP Team, and the Provost's office. Faculty development workshops will also be offered during the fall and spring semesters which should be of help to APIL Specialists. Grant monies available to all MUW faculty for pedagogical development, including traveling to conferences or workshops, purchasing software and classroom supplies, or traveling off campus with students, are also available to APIL Specialists through the regular application process. The grant committee will give special attention to applications from incoming APIL Specialists who intend to use grant funds to support their work during their active semester.

## Application Process

There will be two rotations of APIL Specialists through each college between Fall 2015 and Spring 2018. The next rotation of APIL Specialists through the university will be:

- Fall 2017: College of Business & Professional Studies and College of Nursing & Health Sciences
- Spring 2017: College of Arts, Sciences, and Education

If you are interested in applying to be an APIL Specialist for your college, please submit a letter of application, proposed APIL course strategy, and C.V. to your dean. The letter should include your reason for applying and a discussion of your teaching philosophy. The proposed course strategy should explain in which course(s) you will focus on introducing or expanding APIL strategies, which strategies you have chosen to implement at this point, and why changing this course will have an impact on student learning and intellectual engagement.

**The application deadline for Fall 2017 APIL Specialists is June 1, 2017.**

## APIL Faculty Innovation Grants

Have you been looking for a way to try something new in the classroom, either in a new or existing course? Would you like to incorporate active learning, problem-based learning, or inquiry-based learning (APIL) teaching methodologies, but aren't sure where to start? Do you have a wonderful idea to increase student engagement but lack the funds to buy necessary materials? If so, an APIL Teaching Innovation Grant from the QEP may be just the thing for you!

MUW's QEP Team is encouraging faculty to think about engaging with APIL teaching strategies in the classroom. APIL strategies involve active learning, problem-based learning, and inquiry-based learning, all of which lead to increased student engagement and the development of intellectual curiosity. While the APIL Specialist positions will give a small number of faculty the time and support to create large-scale changes in one or more classes, the purpose of these grants is to fund smaller-scale pedagogical projects for faculty across the university. These grants should generate more immediate impacts on student learning and include a wider variety of faculty and disciplinary engagement.

The application period for the 2018-2019 academic year is now open. The deadlines are as follows:

- Fall Semester (for use in fall or spring 2018-19): Application deadline is September 4, 2018
- Spring Semester (for use by June 30 2019): Application deadline is January 21, 2019

[Click here](#) if you would like to see a list of grant winners since Spring 2015. [Click here](#) if you would like to review the application process.

## Apply for the APIL Innovation Grant

Grant recipients will work closely with a member of the QEP Faculty Development committee and/or the Center for Teaching and Learning to determine effective ways to incorporate one new strategy or tool into their teaching and will share what they learn from their experiment with the broader MUW community.

The application period for the 2018-2019 academic year is now open. The deadlines are as follows:

- Fall Semester (for use in fall or spring 2018-19): Application deadline is September 4, 2018
- Spring Semester (for use by June 30 2019): Application deadline is January 21, 2019

Details about the program can be found below, including: Purpose, Eligible Projects/Expenses, Eligibility Requirements, Grant Period, Grant Expectations, Selection Criteria, and Application Guidelines.

After reviewing these guidelines, please complete the application form and attach your proposal and budget.

## Purpose

The purpose of the APIL Teaching Innovation Grant is to spur thoughtful and engaged experimentation with one new APIL pedagogical strategy or tool. In this way, the QEP Team aims to support faculty members' development as teacher-scholars by promoting innovative thinking about approaches to teaching, learning, and student engagement.

## Eligible Projects / Expenses

APIL Teaching Innovation Grant funds may be used to fund professional development and/or to purchase equipment or materials that enhance teaching effectiveness and student engagement **and that would not otherwise be provided by the faculty member's home department**. All funds must be spent in the current fiscal year.

Examples of possible expenses include, but are not limited to:

- Conference, workshop, or webinar attendance to support faculty development related to discipline-specific instructional innovations to be adopted in the current or upcoming academic year (event must be completed no later than June 30, 2019).
- Inviting a pedagogical speaker to campus.
- Books and/or journal subscriptions related to pedagogical innovations (either within or across disciplines), such as books that would otherwise not be purchased by the recipient's department.
- Hardware or software to support innovations aimed at making learning materials more accessible and inclusive (e.g., speech recognition / captioning software).
- Upgraded subscriptions to otherwise-free cloud-based tools and storage platforms, such as Google Drive, Wikispaces, Wordpress, Blogger, etc. for classroom use.
- Materials and/or equipment that supports the development of cases, scenarios, and/or simulations for authentic learning and assessment.
- Audio-visual or other technology/production equipment to be used by MUW students as part of a course (e.g. portable media kits for student interviews or multi-media production).
- Tables that can be reconfigured and used to create more flexible classroom seating and to study the effects of classroom seating on student collaboration and learning.
- Technology like tablets, clickers, or similar items for use in interactive classroom settings.
- Anatomy simulation models to supplement training in nursing or biology classes.
- Audio-visual equipment and software used to support "flipped" classroom experiments (e.g., web cameras, microphones, other digital voice/video recording devices, writable tablets to capture worked problems on a screen, etc.). Again, these must not otherwise be available from the home department.
- Computer equipment to support service-learning experiences in which students engage with the community, such as digitizing archival materials and creating printed banners, websites, etc. for use by local community partner organizations.

**Grant funds may not be used for:** stipends or other payments to students, faculty, or staff; and/or expenses related to travel that will occur after June 30, 2019. Funds are not available to support future maintenance costs associated with regular wear and tear for grant-purchased items.

**Please Note:** Any technology or equipment purchased is owned by Mississippi University for Women and must be returned to the Kossen Center for Teaching and Learning in the event that a faculty member leaves the University.

## Eligibility

Awards are available to all MUW faculty who hold appointments in any department of the University and who will be continuing in their faculty positions for at least the 2019-2020 academic year. Preference will be given to full-time faculty, but part-time and adjunct faculty are also encouraged to apply. Faculty who were previously awarded an APIL Teaching Innovation Grant may apply; however, priority consideration will be given to those who have not previously received this award.

Although most applications will be submitted by individuals, inter- or intra-disciplinary projects that involve two or more faculty members are also encouraged. In such cases, supporting materials should include a statement specifying whether the applicants are requesting one grant split between them or multiple parallel grants. In either case, joint applications will be judged by the same criteria as individual ones. Multiple submissions of proposals by the same person(s) in a single year are encouraged.

## Grant Period

The grant award period is the July 1 2018 through June 30 2019, with the new tool or strategy being implemented in a class taught in 2018-19 or 2019-20 academic years (summers included). Grant expenses must be paid and any purchases received by the QEP Team and Provost's office no later than June 30, 2019 (the end of the fiscal year). Consultations with the QEP Faculty Development committee and/or Center for Teaching and Learning staff may continue throughout the summer and into the following academic year as needed.

## Expectations

Successful recipients will be expected to:

- Spend awarded funds as proposed through the QEP Faculty Development committee;
- Collaborate with the QEP Faculty Development committee and/or the Center for Teaching and Learning staff to determine effective, evidence-based strategies for incorporating and assessing their new tool or strategy;
- Measure the effects of the experiment in some way;
- Submit a one-page report of work done within one month of the start of the semester following the semester in which the class was taught; and
- Share the broad lessons they learn with the wider community. (The latter may be accomplished in a variety of ways, including but not limited to: submitting an article for publication, presenting at a disciplinary or pedagogical conference or at an MUW faculty development workshop or event, contributing to the QEP Faculty Development and/or Center for Teaching and Learning's web resources, etc.)

**Please Note:** Faculty who wish to make student data public as part of this dissemination may need to obtain [IRB approval](#).

## Selection Criteria

The most competitive applications will be those that articulate a single pedagogical innovation and clear rationale for trying it; demonstrate a clear need for the proposed grant-funded activities / items (i.e., funded materials are not available through existing campus resources or through regular professional and/or course development funds in the home department); and that seek to advance APIL-based, learner-centered instructional methods grounded in evidence-based research.

In reviewing applications, we will expect to see:

- Clear, detailed description of what new strategy/tool/etc. the applicant will try;
- Thorough articulation of the goals motivating the experiment/innovation (including a description of how that new strategy/tool/etc. is expected to improve one's existing practice);
- Clear articulation of the rationale for the proposed grant-funded items or activities;
- Consideration of how the applicant might measure or assess the effects of the proposed experiment / innovation
- Awareness of any training and support needs and where the recipient will obtain this support; and
- A detailed budget for the project's expenses.

### **Application Guidelines**

Please complete this form and attach your proposal and budget by no later than the following deadlines for full consideration:

- Fall Semester (for use in fall or spring 2018-19): Application deadline is September 4, 2018
- Spring Semester (for use by June 30 2019): Application deadline is January 21, 2019

Applications will continue to be reviewed until funds are exhausted.

- Project proposal of no more than 2 pages, detailing the following:
  - Clear, detailed description of what new strategy/tool/etc. the applicant will try;
  - Thorough articulation of the goals motivating the experiment/innovation (including a description of how that new strategy/tool/etc. is expected to improve one's existing practice);
  - Clear articulation of the rationale for proposed grant-funded items or activities;
  - Consideration of how the applicant might measure or assess the effects of the proposed experiment / innovation;
  - Awareness of any training and support needs and where the recipient will obtain this support.
  - Detailed budget for the project's expenses.

Remember, all expenses must be completed by June 30, 2019, the end of the fiscal year.



## Faculty Workshop Schedule

### **APIL in April**

Spring 2015

Please use the form below to register for workshops.

Title: **No Frills, No Skills, No Camera Video Lectures**

Leader: Dr. Ross Whitwam

Date: Thursday, April 9

Time: 8:00 – 9:00 a.m. (session 1)

12:30 – 1:30 p.m. (session 2)

Location: Parkinson Hall Computer Lab

Registration Deadline: April 2

Workshop Description: Are you new to the idea of making videos out of a lecture presentation? Wanting to just test the waters before you commit to mastering new software and hardware? If you want to create a video lecture for a flipped classroom experience or for an online course, you can do it with just PowerPoint software and a USB microphone. No camera is needed. As long as you can make a PowerPoint presentation, you already have the skills you need. The video you make will not be super fancy. You won't be able to do everything you can do with more sophisticated tools like web cams and Camtasia software, but you can do it today.

In this workshop, Dr. Whitwam will sit you in front of a university computer, lend you a USB microphone headset, and walk you through the entire process from recording the lecture to converting it to a video to uploading it to YouTube. After one hour, you will be able to do the same thing whenever you want. Seats are limited to the available computers and headsets, so please register for these workshops today!

---

Title: **Designing Tests in Blackboard: Strategies & Practice**

Leader: Dr. Kendall Dunkleburg

Date: Thursday, April 16

Time: 12:00 – 1:00 p.m. (session 1)  
3:30 – 4:30 p.m. (session 2)

Location: McDevitt Hall Alpha Lab

Registration Deadline: April 9

Workshop Description: During this workshop, the instructor will discuss strategies for setting up tests in Blackboard to discourage cheating and encourage active learning, including working with timed and proctored tests, setting test deadlines, and using and managing question pools and question settings so that students see different, yet similar tests. Question types will include multiple choice, matching, and essay. You are also welcome to ask about other issues in Blackboard, especially on practical concerns with using the testing environment.

---

Title: **The Flipped Classroom**

Leader: Dr. Beverly Joyce

Date: Thursday, April 23

Time: 12:30 – 1:30 p.m.

Location: Art & Design Auditorium

Registration Deadline: April 16

Workshop Description: Ever had a class that appeared to be Teflon coated? A class in which your carefully crafted lecture seemed to wash over them, never to penetrate? I did. In an attempt to strip away that rock-hard veneer and reach the students, I "flipped" my lecture course to discover a room full of active, engaged learners. In this session, I will outline how I dismantled and reconfigured my lecture course to do so. Workshop participants will then have the opportunity to brainstorm ways to flip their own lecture classes.

## Previous APIL Grant Recipients

### Fall 2018

- Ms. Laura Beth Turner, Instructor of Graduate Nursing – Models and equipment for advanced care training simulations. Awarded \$610.
- Dr. Phillip Stockton, Assistant Professor of Music – Honorarium for guest speaker Dr. Alan Spurgeon. Awarded \$300.
- Dr. Lynn Healy, Assistant Professor of Spanish – License for Pixton software for 9 months for Spanish students to create Spanish graphic novels. Awarded \$125.
- Mr. Lee Crouse, Associate Professor of Theatre – Video recorder and Green screen kit to record theatre and communication majors. Awarded \$1,150.
- Dr. Beverly Joyce, Professor of Art, and Ms. Erinn Holloway, Instructor of Spanish – Art supplies to create and decorate skulls for a Day of the Dead display. Awarded \$225.
- Dr. Josh Hanes, Associate Professor of Mathematics – Computer hardware to create and store algebra instruction videos. Awarded \$400.
- Mr. Ian Childers, Associate Professor of Art – Rhino 3D software for computer-aided design and 3D printing. Awarded \$200.
- Dr. Rachel Huber, Assistant Professor of Speech-Language Pathology – Supplies to create a sound meter mannequin head for class and community health fairs. Awarded \$165.
- Dr. Holly Krogh, Professor of Psychology – Travel expenses to take students to Jackson MS see distinguished expert on memory and witness testimony. Awarded \$350.

### Spring 2018

- Dr. Mark Bean, Professor of Health & Kinesiology – MaxTRAQ software for 8 computers in McDevitt Delta lab to allow students in KIN 408 Biomechanics to analyze human movement from an avi. video file. Awarded \$450.
- Dr. Kristi DiClemente, Assistant Professor of History, & Dr. Erin Kempker, Associate Professor of History – Funding for a Medieval & Renaissance Undergraduate Research Symposium and for an associated student journal. Awarded \$600.
- Mr. Thomas Haffey, Instructor of Marketing – Student registration for Phi Beta Lambda Sate Leadership Conference. Awarded \$600.
- Ms. Elizabeth Haley, Assistant Professor of Music Therapy – Speaker for a Music Therapy masterclass. Awarded \$750.
- Dr. Andrew Luccasen, Professor of Economics and Finance – Ten specialized financial calculators for students to use in EC 201 Fin 355. Awarded \$400.
- Dr. James Terry Todd, Assistant Professor of Nursing – Faculty travel to Nursing Education Research Conference. Awarded \$350.
- Dr. Royal Toy, Associate Professor of Education – GoReact software licenses to allow real-time video interaction with teacher candidates during field experiences. Awarded \$800.

## Fall 2017

- Dr. Dorothy Berglund, Associate Professor of Family Studies – Digital downloads of safer sex and sexual assault prevention workshops for assessment by FS 330 students. Awarded \$500.
- Mr. Ian Childers, Associate Professor of Art & Design – A three-axis CNC force cutter for ceramics, painting, and graphic design projects. Awarded \$800.
- Ms. Ashley Chisom, Assistant Professor of Legal Studies – Cameras and microphones for the mock courtroom used in many PLG classes. Awarded \$750.
- Dr. Kristi DiClemente, Assistant Professor of History, & Dr. Erin Kempker, Associate Professor of History – Honorarium for a speaker for a Medieval & Renaissance Undergraduate Research Symposium. Awarded \$250.
- Mr. Thomas Haffey, Instructor of Marketing – Expenses related to various field trips for MKT 370 students to businesses in the Columbus, Jackson, and Ridgeland areas. Awarded \$275.
- Dr. Lynn Healy, Assistant Professor of Spanish – Hardware and software updates for the language lab used by foreign language students. Awarded \$1100.
- Dr. Beverly Joyce, Professor of Art & Design – Framing supplies and materials to be used by students of HIS/ART 318. Awarded \$300.
- Dr. Amy Pardo, Professor of English – Class trip to Birmingham, AL, to visit and study historical markers of literature, baseball, and art within the African American experience of Jim Crow South. Awarded \$300.
- Dr. Erin Kempker, Associate Professor of History, & Dr. Bridget Smith Pieschel, Professor of English – Refreshments for Authors' Talk series of presentations by regional and Mississippi historians. Awarded \$350.
- Dr. Megan Wood, Assistant Professor of Psychology – Supplies for stress-free events throughout the semester allowing students in Education and Human Sciences to relieve stress and anxiety.

## Spring 2017

- Dr. Mark Bean, Professor of Health & Kinesiology- One LabQuest II data collection device and one Vernier Force Plate for use in KIN 408 labs.  
Awarded: \$625
- Mr. David Carter, Associate Professor of Theatre- 3D printer for theatre students to produce scale set models and props.  
Awarded: \$750
- Dr. Kristi DiClemente, Visiting Assistant Professor of History- Ingredients and food-related supplies for cooking labs in HIS 299 History of European Food.  
Awarded: \$1000
- Ms. Ashley Matthews, Instructor of Education- Swivl robot for video recording of education students and interns in ED 306 and ED 406.  
Awarded: \$700
- Dr. Bonnie Oppenheimer, Professor of Mathematics: TI-30XS Multiview calculators, the type most commonly used in middle school math classrooms, for use in math education courses MA

111, MA 112, and MA 318.

Awarded: \$550

- Dr. Amy Pardo, Professor of English- Attending the Welcome to Food Media South: Sharing Immigrant Stories symposium in relation to EN 101, EN 102, and EN 360.

Awarded: \$150

- Ms. Mary Ruffin, Assistant Professor of Nursing- Calculators for students calculating correct dosage rates in NU 215 and NU 225.

Awarded: \$150

- Dr. Carrie Smith, Assistant Professor of Audiology, and Ms. Monica Johnson, Instructor in Speech-Language Pathology- Anatomical models for use in multiple undergraduate and graduate courses in Speech-Language Pathology.

Awarded: \$500

## Fall 2016

- Dr. Nora Corrigan, Associate Professor of English- Take students in EN 303 and EN 304 to live performances at regional theatres.

Awarded: \$200

- Dr. Holly Krogh, Professor of Psychology- An undergraduate research colloquium for Psychology and Family Studies students.

Awarded: \$585.

- Dr. Erin Kempker, Associate Professor of History- Posters of student research to be displayed in Fant Library for HIS 326.

Awarded: \$150.

- Dr. Kristi DiClemente, Visiting Assistant Professor of History- Medieval and Renaissance Studies research symposium and accompanying journal for various History and Philosophy courses

Awarded: \$300.

- Dr. Amy Pardo, Professor of English- Travel and admission to the Grammy Museum with EN 360 class.

Awarded: \$400.

- Dr. Chanley Rainey, Visiting Professor of Political Science- Creating non-partisan political pamphlets summarizing candidate positions in local electoral races in POL 370.

Awarded: \$400.

- Ms. Gillian Furniss, Assistant Professor of Art Education- Taking Art Education students to the MS Art Education Association Conference in Jackson, MS.

Awarded: \$310

- Dr. Mark Bean, Professor of Health & Kinesiology- SnagIt software that allows students to record and analyse human movements in KIN 390 and KIN 408.

Awarded: \$250.

- Dr. Joe L. Alexander, Assistant Professor of Music- Music notation software for various Music courses, including MUS 101, MUS 102, MUS 201, MUS 202, MUS 306, and FPA 399.

Awarded: \$500.

- Ms. Dana Walker, Tupelo BSN Coordinator. Expenses related to a faculty development workshop on online teaching to RN/BSN faculty, but open to other faculty.  
Awarded: \$750
- Dr. Kristi DiClemente, Visiting Assistant Professor of History- A guest speaker to discuss historical costuming and textiles to students in various English and History.  
Awarded: \$200

## Spring 2016

- Dr. Amy Pardo, Professor of English – Student trip to Greensboro and Gee’s Bend, AL, as part of EN 299 African American Integration/Desegregation.  
Awarded \$240
- Ms. Elizabeth Jones, Visiting Instructor of Music - Class trip to Tuscaloosa to view a live broadcast of a performance by the Metropolitan Opera, and purchase of opera DVDs for student viewing, as part of FPA 399 The Voice of Classical Music.  
Awarded \$400
- Dr. Kristi DiClemente, Visiting Assistant Professor of History - Purchase of drop spindles and wool to be used by students in HIS/WS 324 Women in Medieval History course as an immersion in learning how medieval women spun wool for use in contemporary textiles.  
Awarded \$200
- Mr. Thomas Haffey, Instructor in Marketing – Registration for students and faculty advisor in the Mississippi Phi Beta Lambda State Leadership Conference, being held on the MUW campus, Spring 2016.  
Awarded \$750
- Mr Thomas Haffey, Instructor in Marketing – Purchase of Survey Monkey software for use in MKT 495 Marketing Research course.  
Awarded \$204
- Dr. Erin Kempker, Associate Professor of History - Supplies needed to create a campus mural to commemorate the desegregation of MUW.  
Awarded \$950
- Ms Elizabeth Chisolm, Instructor in Legal Studies – Equipment and furnishings to create a mock courtroom for use in mock trials for various legal studies courses.  
Awarded \$2100.

## Fall 2015

- Dr. Erin Kempker & Dr. Beverly Joyce – “Honorarium for Dr. Leslie Luebbers to speak on professional opportunities in Museum Studies and Public Policy to encourage students to enroll in HIS 299/ART 299 Special Topics in Museum Studies”  
Awarded \$250.
- Dr. Nora Corrigan – “Fund student tickets to at least five different regional stage productions of relevance to EN 202, EN 303, and EN 304 classes.”  
Awarded \$300

- Dr. Kristi DiClemente & Dr. Amber Handy – “Honoraria for two invited speakers: Christopher French, who will demonstrate and teach fencing, and Ms Amy Johnson, who will display and discuss period costumes she has made for the Alabama Shakespeare Festival. Talks will be directed at students in a variety of English, History, Drama, and Music courses.”  
Awarded \$500  
Update: One speaker had to cancel due to family illness. \$150 of this award was unspent and returned to the APIL Faculty Development Grant fund.
- Dr. Paul Mack – “Student expenses for a weekend field trip to Dauphin Island that exposes students in BSB 310 Ecology and BSB 485 Parasitology to aquatic field collection of biological specimens and data.”  
Awarded \$400
- Ms Carmen Osburn – “Apple iPad Air devices for students to use to make and record music as part of their Music Therapy Practicum courses MUS 353, MUS 354, MUS 453, MUS 454, MUS 455.”  
Awarded \$450.
- Dr. Mark Bean & Mr. Steven McCorkle – “Fitbit Charge HR wristbands. These would be used by KIN 316 labs to familiarize students with how technology is used to gather and analyse fitness data”  
Awarded \$400

## Summer 2015

- Dr. Nicole Welch. – “Travel funds to attend The Distance Teaching & Learning Conference in Madison, WI, to learn best current online teaching practices for implementation in online SM 101 and SM 102 classes”  
Awarded \$500

## Spring 2015

- Dr. Nora Corrigan, “Reacting to the Past,” for travel to the Reacting to the Past Conference in June 2015 to implement interactive teaching strategies in a fall Shakespeare course.
- Dr. Amber Handy, “Soft Chalk for HIS 101,” for purchase of Soft Chalk individual software license and a microphone USB headset to improve an online HIS 101 course.
- Dr. Holly Krogh, “Social Science Undergrad Research Colloquium 2015,” for supplies and other costs related to an undergraduate research conference on campus.
- Dr. Mallory Malkin, “History of Asylums: Past and Present,” for van costs and student lunches for two May intersession course field trips.
- Dr. Amy Pardo (1), “Interactive Assessment/EN 102 and Golden Girls,” for lunch for 20 students to attend Golden Girls at Homecoming and have lunch with Golden Girls related to a course project.
- Dr. Amy Pardo (2), Sophomore Student Success Conference, for travel to Institute on Sophomore Student Success in April 2015 to assist with APIL Specialist work in fall 2015.

- Dr. Erin Kempker and Derek Webb, "Technology for Oral History and Active History," for the purchase of laptop and tablet (w/case) or an external hard drive for university archives, plus purchase of 7 digital voice recorders, 5 transcription foot pedals, to allow for better use of campus archival materials for independent undergraduate research and to help with the collection of oral histories about MUW's desegregation to be collected in a fall 2015 class.
- Dr. Ross Whitwam, "Incorporating Hands-on Neurophysiology Activities in Biology and Psychology Courses," for partial cost of iWorx Advanced Human Physiology Teaching Kit to be used in future biology and psychology courses.
- Dr. Tammie McCoy, "Flipping the Classroom," for partial cost of guest speaker Tim Bristol, who will speak on flipping the classroom for nursing courses at the May departmental retreat.
- Dr. Monica Riley, April Coleman, and Brenda Dickey, "Intellectual Curiosity iPad Initiative," for joint purchase of 5 16GB iPads with protective cases for two pilot studies in education. Joint award with Royal Toy
- Dr. Royal Toy, "Nearpad," see above for combined award with Riley, Coleman, and Dickey.
- Dr. Linda Mahoney, "Google Tools for Learning," request forwarded to Faculty Senate for hopeful award of travel and registration fees for ISTE conference.



## Information for Staff

MUW staff will promote the QEP in a number of ways. This could include providing support to students and faculty as they implement new approaches to teaching and learning or finding innovative ways to foster students' intellectual interests in residential life. Because the mission of the QEP is to take learning out of the classroom, staff will be critical participants in making it a success. Whether through the Leadership program, library services, or participating in the Common Reading Initiative, to offer just a few examples, MUW staff will help ensure that we foster intellectual curiosity across the campus.

### **An intellectually curious MUW student will be able to:**

1. Develop relevant and valid research questions.
2. Effectively pursue answers and solutions to her/his own questions, problems, scenarios, or lines of inquiry.
3. Produce and author knowledge by exploring open-ended questions, problems, scenarios, or lines of inquiry.

### **Projected Benefits for Faculty and Staff:**

1. Increased support for our focus on teaching, specifically learning about new pedagogies and promoting techniques that work at MUW.
2. Increased availability of funds to support innovative teaching and taking students out of the classroom.
3. Recognition for innovative teaching.
4. Increased opportunity for faculty mentorship and peer teaching observations.
5. Increased opportunity for professional development and networking with colleagues.
6. Increased academic engagement on the part of students.
7. Improved campus environment that better supports the intellectual pursuits of our community.

### **How will we know if it is successful?**

The success of the QEP will be assessed by several methods, including locally-developed measures, such as student focus groups and discipline-specific gateway and capstone courses, and national measures, such as the National Survey of Student Engagement (NSSE) and the Collegiate Learning Assessment Plus (CLA+).

### **Learn more about the QEP:**

[Read the full QEP document, including the process for developing MUW's QEP and the implementation plan.](#)