**Learning Matters Mini-grant Application for 2019—2020**

**ePortfolio Mini-grant: Scaling Core ePortfolio practice**

The LaGuardia Center for Teaching and Learning is pleased to invite program directors to apply for a Learning Matters ePortfolio Mini-grant for the 2019-20 academic year. **Applications are due May 13.**

**Background**: ePortfolio is LaGuardia’s signature High Impact Practice. From 2016-19, faculty teams in 25 programs engaged in a two-year process to design, implement, and begin to scale students’ use of a primary or Core ePortfolio that spans courses and semesters. Using a new, flexible interface, Core ePortfolio templates in these programs support students as they document and reflect on their learning in multiple courses and co-curricular experiences. The Core ePortfolio also reinforces the College’s Core Competencies and Communication Abilities, helping students develop the knowledge and skills fundamental to 21st century college and career success.

Guiding students along a coherent academic pathway, Core ePortfolio practice also strengthens advisement practices, helping students revisit and update educational and career plans over time. By helping students maintain a Core ePortfolio, LaGuardia’s Next Generation ePortfolio practice builds retention as it deepens student learning.

**2019-20 ePortfolio Mini-Grants:**

**In 2019-20, the CTL offers Mini-grants to help programs advance Core ePortfolio practice to scale, across the degree. In this context, scaling means both broadening and deepening ePortfolio practice:**

1. **Broaden implementation of ePortfolio-enhanced assignments by offering professional development that reaches both full- and part-time program faculty.**
2. **Deepen the learning impact of ePortfolio-enhanced assignments and courses through program-specific Benchmark Readings and assignment revision.**

**Mini-grant projects must have the explicit support of the program director and department chair for the realization of these goals.**

**Process and Timeline:** Teams of two or three faculty are eligible for up to $7,500 to scale Core ePortfolio practice in their program. Projects should include the professional development needed to scale ePortfolio practice in key courses program-wide, with particular attention to the implementation of ePortfolio-based assignments that support Integrative Learning and Digital Communication (including those developed through previous mini-grants and CTL seminars). Participating teams will also participate in Fall Benchmark Readings to help inform potential assignment revision.

*Project leaders are encouraged to think about linkages to other 2019-20 CTL programs*. The participation of program faculty members in the Capstone Seminar or the ePortfolio Seminar could buttress and strengthen the direct impact of the mini-grant. For each program faculty member accepted into one of these other CTL programs and who agrees to liaise with the mini-grant team, we will increase mini-grant funds by an additional $500 to compensate for additional team activities and coordination.

Program directors who wish to apply should indicate a project leader. Please consider their availability to participate in a year-long process that supports the revision and program-wide implementation of assignments that encourage the coordinated development of student learning across our Learning Competencies and Communication Abilities, from First Year Seminar to Capstone. **N.B**. If approved for funding, ePorfolio Mini-grant leaders will identify the intended colleagues for professional development and hold an initial team meeting in the spring.

*2019-20 ePortfolio Mini-grant Calendar*

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| Spring 19 | *Prepping for Fall* | Identify the target courses and faculty who will participate in professional development activities.Hold initial team meeting. |
| Fall I 19 | *Examining Core eP Practice* | How do we scale Next Gen Core eP practice? |
|  |  *September* | Assignments: How do we read ePortfolios?Advisement: ePortfolio and Guided Pathways |
|  |  *October\** | Norm/Read/Score Spring 2019 Integrative and Digital artifacts |
|  |  *November\** | Reflection on Reading and Scoring; Core eP across the curriculum |
|  |  *December* | Share Revised Assignments and Advising Plans |
|  |  \*Oral and Digital Communication Workshops offered in the fall for all interested faculty |
| Fall II  | *Scaling* | Plan and initiate PD for Spring implementation |
| Spring 20  | *Deepening at Scale* | Curriculum integrationConnecting with FYS & CapstoneCollege-wide Benchmark Readings |

**Support:** In addition to funding, ePortfolio mini-grant teams work alongside and receive support from faculty from other programs who have similar goals. The shared process will offer participating teams:

* Dedicated time to meet, work, and plan together in a supportive community of practice;
* Focused examination of student learning related to Learning Matters Competencies;
* Structured space to share with and learn from colleagues about effective Core ePortfolio practices around co-curricular learning, advisement, and career and transfer planning;
* Hands-on coaching and support from faculty and staff colleagues with extensive experience related to teaching and curriculum design for learning.

**Goals/Deliverables:** We are pleased to meet/consult with program directors to discuss these expectations more specifically as they pertain to your application:

* Participating program teams will provide curricular maps (with courses designated for deposit) that indicate targeted courses and assignments at the beginning, middle, and end-points of curriculums.
* Mini-grant teams will hold a meeting before June 30, 2019 with an ePortfolio liaison and the full-time and part-time faculty teaching in targeted courses in order to present a “scale-up” plan.
* Participating teams will submit any revised assignments to the *Learning Matters Assignment Library*.
* Artifacts reflecting existing assignments will be deposited in the Digication ePortfolio system in Fall 2019. Revised or new assignments will be deposited in Spring 2020.
* Teams will write a final report based on their learning from the Mini-grant process.

**Application:** Please complete the application according to the instructions included here. Submit applications to Rejitha Nair (email: rnair@lagcc.cuny.edu) by Monday, May 13.

**Application for ePortfolio Mini-grant: Scaling Core ePortfolio practice**

**Name: Program:**

**Please list up to 2 additional colleagues from your department who will participate in Mini-grant meetings:**

**Will one of the team members participate in the Integrative Learning Focus Seminar? \_\_ Y \_\_ N**

**Will another faculty member from the program apply for the CTL Capstone Seminar? \_\_ Y \_\_ N**

**Will another faculty member from the program apply for the CTL ePortfolio Seminar? \_\_ Y \_\_ N**

**I. PROJECT DESCRIPTION (no more than 250 words):** Provide a brief description of the need for this project. Consider the following questions: Why are you pursuing this mini-grant? What major objective do you hope to achieve by the end of the project? What has been done around this work thus far? What needs more attention?

**II. REQUIREMENTS**

In addition to the project description (above), please address the following areas as part of your completed application:

1. Describe the data/evidence you have that supports the need for this project.
2. Confirm a date and agenda for an initial planning team meeting before June 30; a member of the ePortfolio Mini-grant leadership team will also attend.
3. Confirm participation in *October* Benchmark Readings to score Integrative or Digital artifacts.
4. Confirm that you will submit revised assignment to the *Learning Matters Assignment Library*.
5. Confirm that courses designated for assessment will deposit in the Digication ePortfolio system.
6. If applicable, identify an *additional* instructor participating in the Capstone Seminar and a colleague who will participate in the ePortfolio Seminar to join the Mini-grant team to score artifacts in October. (They will receive additional compensation for scoring.)
7. Confirm attendance at Mini-Grant meetings on the following dates:

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| --- | --- |
| * **Spring 2019**
 | June 7 (Friday, 1:00-2:00pm) |
| * **Fall 2019**
 | September 6 (Friday, 9:30am-1:00pm) |
|  | October 4 (Friday, 9:30-11:30am, Norming Session) |
|  | October 25 (Friday, 9:30am-1:00pm) |
|  | \*November 1 *optional* (Friday, 9:30am-1:00pm, Assignment Charrettes) |
|  | November 22 (Friday, 9:30am-1:00pm) |
| * **Winter Institute**
 | January 17 (Friday, 9:30am-2:30pm) |
| * **Spring 2020**
 | March 20 (Friday, 9:30am-12:30pm) |
|  | May 22 (Friday, 9:30am-12:30pm) |

**Please also submit a letter of support from your Program Director and Department Chair that:**

1. Articulates how Mini-grant work fits in a long-term strategic vision for the program or department.
2. Affirms that they will consult regularly with you to learn about progress and also share the work with the department; and provide department meeting time for sharing the work and outcomes.

**Budget for 2019/20 ePorfolio Mini-grant Application**

Name:

Please calculate non-teaching pay at the average non-teaching rate of $50/hour; calculate released time costs at $1200/hour.

Catering costs as follows: breakfast= $3 per participant; lunch = $8; coffee/tea = $2. Contact Ros Orgel (x5448; roslyno@lagcc.cuny.edu) if you need help.

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| --- | --- | --- | --- | --- |
| **Purpose (details)** | **Cost per** | **# Hours** | **# Participants** | **Total** |
|  |  |  |  |  |
| Released Time: | $1,200 |  |  |  |
| Non-teaching: | $50 |  |  |  |
| Other:  |  |  |  |  |
|   |  |  |  |  |
|  Catering: |  |   |  |  |
|  Supplies: |  |   |  |  |
|  Other: |  |   |  |  |
|   |  |   |  |  |
| **Mini-grant Total** |  |  |  |  |