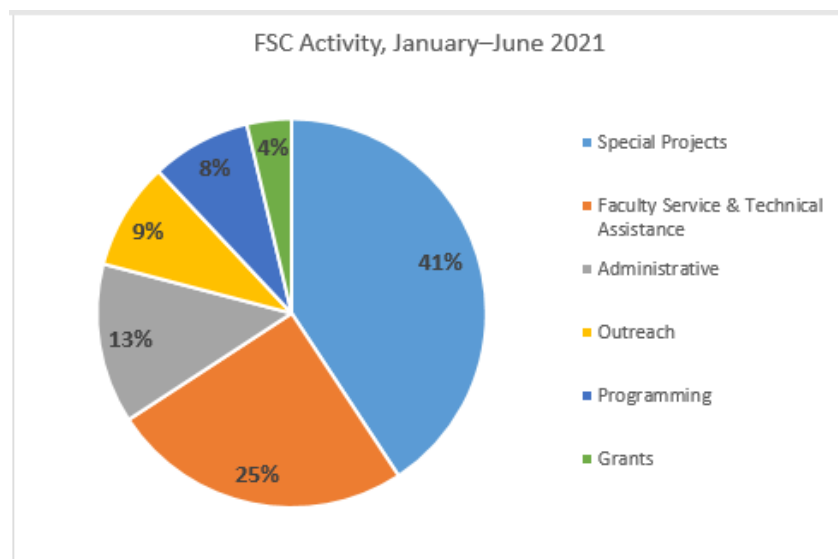


Faculty Scholarship Collaborative A SEMI-ANNUAL REVIEW OF 2021

Taking stock of our activities from January through June 2021¹, the Faculty Scholarship Collaborative is encouraged by the progress we have made over the past six months toward advancing our mission: to promote a culture of active scholarship within the College of Liberal Arts and Social Sciences through our support of faculty working in the social sciences, humanities, and interdisciplinary studies. Despite the restrictions of a fully remote work environment, we continued to serve new and previous faculty members—responding to their requests for assistance, maintaining previous services, and introducing some new forms of services, resources, and programming.

We have distilled and quantified these activities into three pie charts shown below, recognizing the limits of a pie chart in conveying the full scope and the intangibles within the support they purport to describe. Yet, we hope this overview suggests the nature and range of our efforts and points to new opportunities for building upon and expanding our support for College faculty in the second half of 2021 when we resume many of our activities in person.

Overall Activities



Based on total numbers of activities (rather than total time expended), 70% of our work in this period came in response to faculty requests. We are proud of our swift and efficient pivoting that brought remote assistance to so many faculty members, staff members, and administrators in our College. The variety of that support ranged from conceptual help in developing individuals' scholarly plans to technical work behind the scenes to help them meet administrative responsibilities or augment their own remote activities. The outsized proportion of Special Projects in this period reflected new forms of activity occasioned by off-campus demands, including presentations of 65 virtual LAS events, 3 of those

¹ Our previous report covering the calendar year 2020 included July–December 2020.

conferences, by numerous faculty or LAS units for which we provided presenters with practice runs and instruction in set-up and general procedures. We also advised several faculty members in recording their scholarly output into Faculty 180.

The 25% of activities described here as Faculty Service & Technical Assistance also measured faculty-generated requests, many of these more familiar from pre-COVID times. They nevertheless represented a disparate range of needs that the FSC is uniquely equipped to meet, such as remote use of the statistical and specialty software housed in our in-house computer lab that we continued to offer faculty without interruption (Technical Assistance). Other types of requests (labeled Faculty Service) called on FSC staff members' individual expertise in qualitative and quantitative methodology; survey protocol and analysis; data collection, analysis and visualization; GIS mapping; manuscript copyediting; and reviews of grant and other proposals.

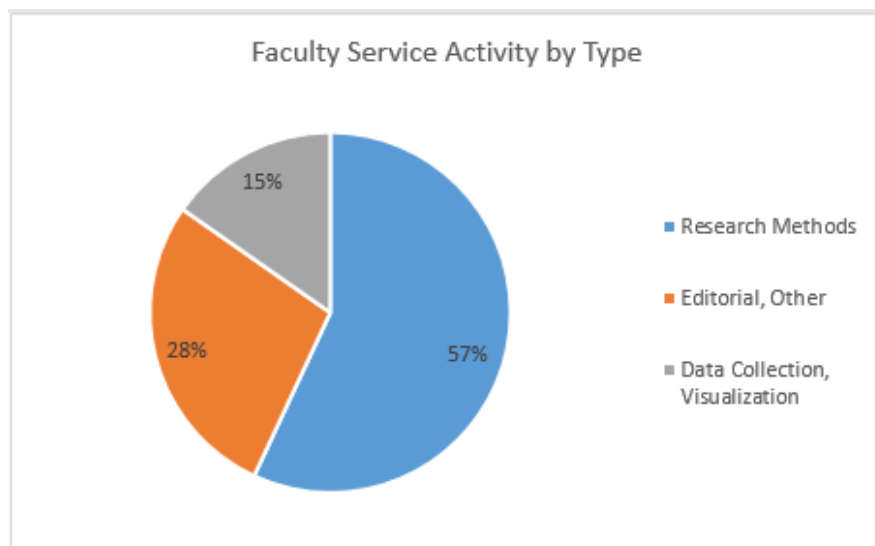
During this period, FSC staff provided detailed reviews to approximately 10 faculty members requesting input on grant proposals and internal fellowship applications. We also provided consultations with other individual faculty to help develop their grant ideas and conducted searches for funding sources. This period ended with a new grants-related event: our Grants Workshop presented on Zoom by an outside provider, the Grant Training Center. Faculty responded enthusiastically to this opportunity; registration quickly reached the recommended maximum of 25 people and the attendance rate was excellent. The variety of projects that participants brought to the workshop suggests the robustness of the scholarly agendas that LAS faculty would like to pursue. We collected and documented their research interests and needs and we also circulated a post-event survey to help us understand where and how we might be able to support their work moving forward.

The Programming and Outreach also seen in this chart (discussed in additional detail later) describe other activities that were initiated by the FSC, including the continuation of our weekly Write-on-Site series that invited all full-time LAS faculty to meet for dedicated writing sessions in a group setting every Friday on Zoom, facilitated by Chief Research Methodologist Jessi Bishop-Royse. In 2021 Jessi also continued to lead a longstanding Accountability Group and began hosting a Center for Community Health Equity Writing Group, an outgrowth of our deepening collaboration with CCHE. This relationship will be expanding still further later this year when we begin lending methodological and other support to the Community-Engaged Research Fellow, a new initiative developed by the CCHE and the Steans Center with strong involvement and support from FSC Director Beth Catlett.

The Administrative category tracked planning and meetings with other DePaul units; internal skills-building including webinars on grants and academic book publishing; updating software and maintaining lab computers to maintain accessibility; investigating new software purchases; and a myriad of backstage activities that enabled us to adequately service users remotely.

Faculty Service Activities

A closer look at Faculty Service activities, excluding Special Projects and Technical Assistance discussed previously, highlights the type of fundamental, “bread and butter” support that distinguishes the FSC and displays our particular capabilities, strengths, and capacity. In terms of sheer numbers, we provided assistance with research methods on 41 occasions; editorial and related services in 20 instances; and data collection and visualization in 11 more. Over time, each of our staff members has developed strong relationships with individual faculty members who consistently solicit their particular help with their projects.



Research Methods, as depicted in this pie chart, describes activities such as consultations in data collection strategies, the intricacies of working with datasets, survey design, and searches for resources. This work entailed a broad range of methodological approaches. Jessi, our experienced chief research methodologist, attended on-line workshops in comparative analysis, meta-analytics, and indexing this year along with webinars on other subjects to enhance her skills in fulfilling specialized methodological and other requests from faculty. In addition, she began creating her own informal tutorials (through books and instructional online videos) to expand her scope in digital humanities and manuscript development topics. The FSC also continued to update our collection of methodology and technology reference books to respond to faculty needs.

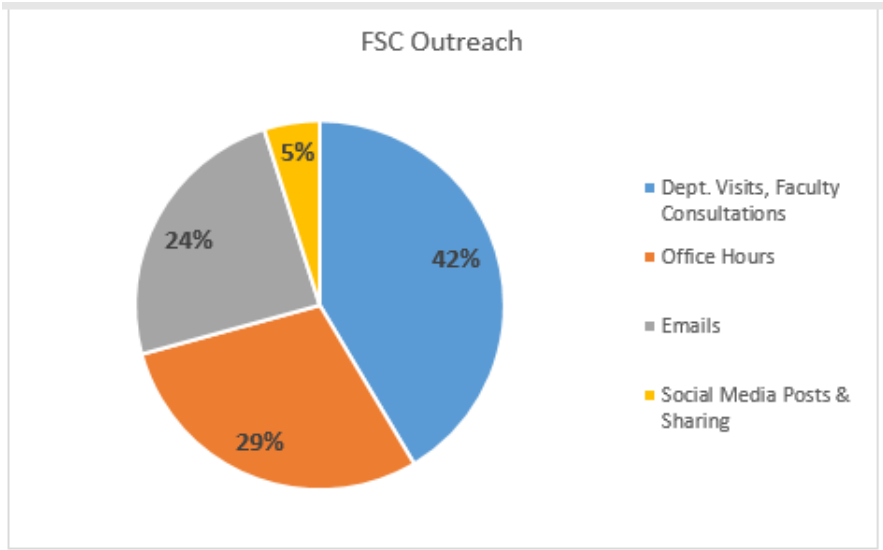
Editorial assistance included feedback on manuscripts and drafts in various forms and formats. Copyediting of book and journal article manuscripts continued to be a niche activity of Linda Levendusky. Data Collection and Visualization encompassed not only data-gathering and analysis work but also GIS mapping, which is done by Nandhini Gulasingam who teaches the subject in the Department of Geography.

Some activities crossed categories, such as our collaboration on a data analytics pilot study conceived by Political Science Professor Kathryn Ibata-Arens and supported by the inaugural Provost’s Research and Innovation Leadership Fellows Program. She recruited the FSC to be a primary partner in this project

and requested Nandhini’s help specifically to work together on developing methodology, a database, and data analysis and visualizations. Beth contributes additional ongoing support in regular meetings with Kathryn, conceptualizing strategies for documenting and cultivating faculty scholarship at DePaul.

The year-long project involves the creation of an innovative framework to identify and nurture cross-disciplinary “concept clusters” at the seed stage to coalesce support around successful collaborative research and scholarship throughout the university. The FSC joined it with the long-term objective of further developing the database and the outreach potential we envision for increasing the visibility of LAS faculty research and promoting collaborative opportunities within the College.

Outreach & Relationship-Building



Zoom allowed Beth to continue to call on Centers and Institutes directors, attend department meetings, and conduct one-on-one sessions to acquaint LAS faculty with our services. Particular attention was paid this year to reaching out to those in the humanities and interdisciplinary studies. One example illustrating effective outreach began with the Director’s presentation to the New Faculty Orientation session last fall. We followed up by sending individualized email messages to all new LAS faculty members. This personalized outreach brought responses from half a dozen new faculty in 2021, including two who requested help with their funding proposals (both of whom received awards, one internally and one externally).

Our Outreach activities also utilized the standard social media channels (Facebook, Twitter, Instagram) and postings to our *re/search* blog to share funding opportunities or information about trainings and other internal events. We also kept in touch by sending monthly e-blast messages to all LAS faculty, directing them to our latest grant announcements and highlighting different aspects of our services or resources. That included interviews with individual faculty members about their experiences using those services and how-to tips related to our qualitative and quantitative specialty software (SPSS, SAS,

NVivo, LIWC, Mplus, Atlas.ti, Arc/GIS). We have a tracking system (Jangomail) that allows us to learn whom we are reaching through our emails.

This year we added several new technical resources in response to individual queries, which are now available to all LAS faculty: a simple, portable podcasting kit; TExtract, a text-based software application to generate book indexes; LIWC, Linguistic Inquiry and Word Count, a qualitative software program to analyze text; and Trint transcription software.

Future Activities

In our continuing efforts to find new avenues of support and to identify new users—including some targeted support for faculty of color and junior faculty—we are planning two Fall Quarter events in collaboration with the Women’s Center. One would bring to campus (or Zoom) a facilitator who specializes in how to think, propose, and write about research related to social justice. The other idea originated with a junior faculty member who attended our Grants Workshop. It would be an event focusing on academic book publishing, including how to turn a dissertation into book form. We are considering either a panel discussion by published DePaul authors from different disciplines in LAS and/or a presentation by a developmental editor or a facilitator specializing in book proposals.

All FSC staff also attended our Grants Workshop as observers. We took away the impression that both tenured and junior faculty would welcome help on how to position their funding requests and locate sources that match their particular needs (whether support for work in the arts, a sabbatical in which to write a book, compensation or travel to attract hard-to-find survey participants, or training in advanced statistical and data analysis methods). From our perspective, previously disappointed grant seekers may question the value of recommitting to the time-consuming grants process considering the odds of success. We noted where participants’ projects currently stand and where they may feel hindered.

We also augmented our internal cataloging of LAS research by creating a database of all full-time faculty members’ general interests and project histories. Staff continued to monitor research activity by attending DePaul events such as internal funding forums and the annual Innovation Day. We are committed to help faculty members find solutions and overcome the obstacles they encounter in implementing their research agendas.

With that in mind, our FSC staff is spending the summer considering and planning activities such as increasing the frequency of our announcements of grant opportunities, especially pertinent private and foundation funding including for the arts, through postings on our *re/search* blog and notices in our monthly e-blasts. We are also laying the foundation for organizing research communities as affinity research or grant-writing groups similar to our Write-on-Site programming, beginning in Fall Quarter.

Our observations and assessments over the last year convince us that our commitment to developing and sustaining both the individual’s and the College’s capacity to produce mutually enriching scholarship within and across disciplines remains a viable objective. We are eager to further that goal through our interactions with faculty in the 2021-22 academic year, both virtually and in person.