Request for Reassigned Time 2020-2021

Per Article 10.26 of the 2018-2021 Faculty Contract, "the Administration will provide at least 48 formula hours of credit per semester for the purpose of reassigning faculty from direct teaching responsibilities to specific and approved projects in scholarship, creative endeavors, public service, and/or applied research (including, but not limited to, research on student performance, assessment and accreditation). Allocations of this time reassignment will be distributed among faculty from the five academic schools in a manner which considers (a) the relative size of the various schools, and (b) particular faculty needs and opportunities for productive use of the reassigned time. Faculty members shall provide notice to their department chair of their application for research reassigned time. Research reassigned time shall be distributed by the Committee for Faculty Scholarship and Development based upon procedures codified in the Committee By-laws and approved by the RIC/AFT President, the Provost/VPAA and the RIC Council Chair. Faculty members who receive three or more formula hours of credit of reassigned time from teaching under the provisions of this section will not be eligible for over load compensation during the semester of reassignment and may not have more than 14 credits of workload overall for the semester."

First name

Last name

Title

Phone

Email

School within RIC (e.g., FAS, FSEHD, etc.)

Department

Select One

Select One

Semester and year for which the reassigned time is requested

Number of credits of reassigned-time being requested

Title of Project

Sources of Old English and Anglo-Latin Literary Culture Digital Research Center

Applicants must inform their department chair of their application for reassigned time. Please attach an email or letter, as a PDF, from your chair indicating that she/he has been informed and that the department would be able to accommodate the reassigned time.
Reassigned Time Memo from Alison Shonkwiler 2020-21.pdf

Applicants are reminded to avoid technical jargon in their project description, keeping in mind that they are writing for a multidisciplinary audience.

NB: This form is only capable of calculating length in characters, not words. For instructions how to count characters in Microsoft Word, go to https://support.office.com/en-us/article/Show-the-word-count-and-

Please respond as fully as possible to the prompts within the character limits.

Describe the project to be addressed during the period of reassignment—its character (e.g., scholarship, creative endeavor, public service, applied research).

I am applying for reassigned time (4 credits for spring 2021) to facilitate the next stage of creating an online platform for the Sources of Old English and Anglo-Latin Literary Culture (SOEALLC) project, a longstanding endeavor (formerly SASLC) to create a comprehensive bibliographic resource about all authors and works known in early England. Reassigned time will allow me to focus on project management, including work with collaborators at other institutions and supervising RIC student workers, to achieve key outcomes for SOEALLC.

Immediate goals, with the help of this reassigned time, comprise the next phase of establishing a Digital Research Center through a team of collaborators across institutions. This online platform will encompass: an online publication model to allow open access public dissemination of all finished entries in a form that anyone can use; and a database of searchable and usable data based on the entries completed by contributors. An online platform gives us the opportunity to implement an innovative outcome of the project's results: a searchable database about authors, works, and manuscripts as they circulated and were used in early England. This new publication model and database promise to be vital contributions to the field of transmission studies for those who study early England as well as for classicists and medievalists more generally.

This past year (2019-2020), we have focused on migrating data from completed entries into machine--readable and machine--actionable spreadsheets, for use in the online database, as well as database creation (ongoing). In 2020-21, we will implement the next stage of the project: the launch of the online repository and the alpha phase of the database.

With reassigned time, my main goal will be project management: I plan to work with project collaborators to launch online content, and with RIC students as research assistants. While some of this will be done in the summer and fall, spring will require more oversight, as we will publish more online content beyond the initial platform and we will launch the alpha phase of the database. This means working with students in a collaborative effort, rather than putting the burden of responsibility solely on student workers; I will work alongside students in this endeavor. In addition to data migration, I will also be responsible for creating and maintaining the online platform, with the help of collaborators at Amsterdam University Press (AUP) and other contributors to the project.

3000 characters or fewer. Score: 0-20

Please explain why you requested the number of hours of release time.

4 credit hours will allow me one course release in the spring to oversee student workers and manage the launch of online content--including more publications of project entries and the launch of the alpha phase of the database.

What is the expected product or outcome of the project? Please also provide a time-line for the project (i.e., When will it be initiated, or has it already begun? What is the anticipated completion date?)

The primary expected outcome of this reassigned time is the launch of an online platform for SOEALLC's new publication model and the alpha phase of the searchable database. This project is already underway and will continue to take the form of a multi--stage process.

Our action--based plan over the next year (summer 2020-summer 2021) will include the following stages of project development:
Launch published material on the SOEALLC repository, hosted on Humanities Commons (summer 2020)
Continued publication of material on the SOEALLC repository (ongoing)
Creation of open-access research bibliographies for the project in Zotero (ongoing)
Continued database creation (summer-fall 2020)
Database alpha launch (spring 2020)
Continue to migrate data as it becomes available into machine--readable and machine--actionable form in spreadsheets (ongoing)

Another outcome of this reassigned time is to find other funding opportunities for this project, at the local, regional, and national levels. With my collaborators, I will research and write applications for local grants from the home institutions of collaborators, especially the Editorial Board and those working on the online publication platform and database. We will apply for regional grants through funding bodies with which some of our project members are already affiliated, such as the Great Lakes Colleges Association and the Teagle Foundation. The project has previously received funding from various sources, including a major grant from the Division of Research of the National Endowment for the Humanities (1987--89) and internal grants from institutions of the changing Editorial Board over the years. Our success at funding various stages of the project speak to its ongoing success and merit. We applied for another NEH grant in 2014 but were denied because of the lack of a proof of concept at the time. Once we have implemented the work proposed in this application to create a proof of concept, we plan to apply for a grant through the Office of Digital Humanities of the NEH.

3000 characters or fewer. Score: 0-15

What is the connection to your current scholarly (e.g., research, creative) and/or pedagogical activities?

While this project extends previous/current work, it is a new direction for SOEALLC, my research, and my pedagogy. I have benefited immensely from working as a SOEALLC contributor and Editorial Board member. As contributor, I compiled entries on Pseudo--Bede, to be published in a forthcoming volume, and I am currently revising the second edition of the Apocrypha volume. On the Editorial Board, I have helped to oversee publication of two volumes on Bede, and review
and consult on all of the other volumes under contract and in progress. As Co--Director of the Digital Research Center, I have championed an online, open--access publication model and established the GitHub repository for sustainability and maintenance of data. Over the past year, we have also been successful in recruiting more specialist contributors to the project and championing faculty-student research across multiple institutions.

In terms of pedagogy, I will continue to work with students who benefit not only financially but also in gaining new knowledge and abilities with digital data information management, valuable especially for students graduating with degrees in the humanities who want to address employers' interests in practical skills. This has been the case over the past year as I have worked with two student workers, and I look forward to working with more students to cultivate these abilities.

Explain how the proposed work represents a new direction, continuation, or completion of previous work. 1500 characters or fewer. Score: 0-10; +1 for new projects or project completion.

Student Involvement and/or Impact

Student involvement is a major part of the proposed work on SOEALLC. I have applied for funding through the Faculty Scholarship and Development grant in order to pay for student research assistants. Their primary tasks will involve data migration--, in multiple ways. Student work includes gathering bibliographic information for publications related to the SASLC project, scanning and compiling publications related to the project, using Optical Character Recognition to convert files to machine--readable forms, gathering data from previous publications of the project, and migrating all of these gathered data into spreadsheets, Zotero bibliographies, and other forms to allow for online publication.

I work directly with students in all of the same tasks and manage student work to ensure quality. Using the protocol we previously developed (summer 2019), I train students and directly oversee them as we implement our action--based plan for this project. I anticipate that I will work directly with students for approximately 8-10 hours a week.

Please describe the extent to which students will be directly involved in or positively impacted by this project. Score: 0-2

What impact will this have on your teaching effectiveness and/or professional competence?

This project will most directly help me to fulfill professional obligations of our faculty contract. Because I was hired for a position in both medieval literature and digital humanities, the nature of this project allows me to address key aspects of professional competence toward tenure and promotion. Beyond tenure and promotion, I have also been able to gain valuable knowledge and skills that I can carry forward, both for this project and in future endeavors. For example, I have gained technical knowledge about website creation, online publication, and databases, as well as transferable skills in collaborative research and project management. Finally, I also anticipate that continued work on SOEALLC, and the Digital Research Center in particular, will help me to continue in establishing myself as a recognized contributor to the international field of medieval studies, which will, subsequently, also gain international recognition for RIC.

Describe how the activity for which you are seeking funding will contribute to your advancement in your teaching practice or research/creative practice, in alignment with "The Criteria for Evaluation, Salary Evaluation, Salary Increments, Promotion, and Tenure in the RIC/AFT Contract" (https://www.ricaft.org/) 1000 characters or fewer. Score 0-5; +0-1 for teaching activities (see instructions)

What is your plan for communicating project results?

Because the proposed work is to launch an online platform for publication, we will primarily communicate our project results on the created website. We will also feature the website in future panels sponsored by SOEALLC at the International Congress on Medieval Studies and associated conferences. It is also possible that our collaborative team will report some of our work through a peer--reviewed article in a journal concerned with digital humanities, although we do not have definite plans for that yet.

Please describe how you intend to communicate the results of your research, e.g, published paper; conference presentation, etc. 700 characters or fewer. Score: 0-10

Please list any reassigned time you've received over the past five years and describe the work or project produced. For a continuing project, please describe work-to-date.

Fall 2015, for work on my book Preaching Apocrypha in Anglo--Saxon England, Toronto Anglo--Saxon Series 30 (Toronto: University of Toronto Press, 2018). During this time, I also wrote the related article "'Cherries at Command': Preaching the Gospel of Pseudo-Matthew in Anglo-Saxon England," Fakes, Forgeries, and Fictions: Writing Ancient and Modern Christian Apocrypha, Proceedings from the 2015 York University Christian Apocrypha Symposium, ed. Tony Burke (Eugene, OR: Cascade, 2017), 207--30.

Fall 2016, for work on my book The Gospel of Pseudo--Matthew and the Nativity of Mary, Early Christian Apocrypha 8 (Eugene, OR: Cascade Books, 2019). During this time, I also wrote the related article "The Gospel of Pseudo-Matthew, the Rule of the Master, and the Rule of Benedict," published in Revue Bénédictine 128.2 (2018): 281--93.

Fall 2017, for work on my articles "Genesis of the Digital Concept," forthcoming in Old Media and the Medieval Concept, ed. Stephen Yeager and Thora Brylowe (Concordia: Concordia University Press, forthcoming); and "Prosthesis: From Grammar to Medicine in the Earliest History of the Word," Disability Studies Quarterly 38.4 (2018): http://dsq-sds.org/article/view/5398. During this time, I also presented the related invited lecture, "Reading Manuscripts from a Distance," for the English Department Medieval Colloquium, Harvard University, November 16, 2017.

Fall 2019 & Spring 2020, for work on the previous stages of the SOEALLC project. In summer 2019, we created a student protocol and planned for the following year. In fall 2019 and spring 2020, we have worked with student workers to create a full batch of spreadsheets from project data to be implemented in the online database; to create several bibliographies for research sources hosted in Zotero; as well as to gather research materials (primary and secondary sources), scan documents, run OCR, and create machine-readable files for project use. Over that year, we have also researched and identified a host for our project, which will be Humanities Commons (created by the MLA and other organizations). In spring 2020, we have worked with students at Leicester University to begin the creation of our database, which is ongoing. Attached is the protocol for student workers and the application we created for students at the University of Leicester to work on the database.
Completed spreadsheets are also available upon request, since it is difficult to upload those to this form. Zotero bibliographies may be found at https://www.zotero.org/groups/2361995/sources_of_anglo-saxon_literary_culture/library.

+2 for those not awarded reassigned time in the last 5 years; +1 for those who were productive in their previous reassigned time; up to -10 for those not productive in previous reassigned time in the last 5 years.

If you are able and it is relevant, please attach a file showing what you accomplished with previous release time. This may be a PDF with images for fine artists, a word document, or published article.

Work produced in previous release time, if applicable.
SASLC Protocol for Student Research.pdf

SASLC Database Proposal for Leicester.pdf

Notes to committee

As the committee knows, I have applied for funding through the Faculty Scholarship and Development grant (spring 2020 application cycle, for 2020-21). Further details about the project and its more specific goals may be found in that application. Although funding for that grant has not yet been awarded, I am committed to working on this project with my reassigned time, with or without direct funding from the committee. In the case that funding for the grant is not approved, I will seek alternate funding for student work.

If you have received any counsel from the chair of the committee in relation to extenuating circumstances of your application, please note that here.

Upon submission of my request for reassigned time:

☑ **I acknowledge that my application may not be considered if it is received after the deadline.**

☑ **I have filled out every applicable field of this application form. Where something is not applicable, I have inserted "n/a" or "none."**

☑ **I have attached any previous work completed during reassigned time as a PDF document.**

If awarded reassigned time:

☑ **I understand that my release time will not be available until a written approval is made from the committee.**

☑ **I must submit a final report of 500-1000 words on the use of this release from teaching by end of September of the following academic year. The award letter will detail the report requirements. Until I submit the final report, I will not be eligible to receive future release time..**

☑ **I will acknowledge support of the Committee for Faculty Scholarship & Development in my completed work.**

☑ **I agree that award title and basic project information may be shared with the campus community and the Office of College Communications and Marketing as part of the college's effort to publicize faculty research and projects.**