

NKU Faculty Research, Scholarship and Creative Activity Highlights

VOLUME II // NUMBER 2

RGC Welcomes New Director

The Office of Research, Grants and Contracts is excited to welcome Craig Holloman as their new Director. Craig comes to NKU from the University of Nevada, Reno, where he served for ten years in research administration roles associated with the central sponsored projects office and departmental college units. He previously served for 12 years with the Pennyrile Area Development District and West Kentucky Workforce Board administering federal and state workforce development and training initiatives. He has also held leadership roles within the National Council of University Research Administrators (NCURA), as well as the National Association of Workforce Boards (NAWB), and other local and regional organizations. Craig holds a bachelor's degree from Murray State University, a master's degree from Western Kentucky University in Interdisciplinary Administration, a master's in business administration (MBA) and a master's degree in higher education administration from the University of Nevada, Reno. He has three children, Jordan (29), Kennedy (23), and Issac (18). Please join us in welcoming Craig to NKU!

RACHEL CLARK

Lecturer and Academic Advisor, Psychological Science

9/27/2021

[Dr. Clark publishes article on self-care capacity and perceived well-being](#)

Objectives: We examined the relationship between self-care capacity, age, and disability status with two perceptions of well-being in a cohort of Medicare beneficiaries. **Methods:** The current study is part of a multisite research project to determine factors associated with cross-sectional and longitudinal morbidity and mortality trajectories observed in Medicare beneficiaries. Variable selection was informed by the Health Disparities and Outcomes (HDO) model. Using data from the 2013 Medicare Current Beneficiary Survey and logistic regression models, we determined associations between self-care capacity, including indicators of self-care ability and self-care agency and two perceptions of well-being. Participants were divided into four groups based on how they qualified for Medicare: (a) over age 65; below the age of 65 and disabled due to (b) physical or (c) mental disorder, or (d) disabled and could not be classified as physically or mentally disabled as the primary cause of eligibility. **Results:** Self-care ability limitations in activities of daily living (ADL), instrumental activities of living (IADL), and social activity participation were associated with both health perceptions. Those with physical disabilities reported more ADL and IADL limitations when compared to the other eligibility groups and were significantly more likely to have negative health perceptions. Those with serious mental illness (SMI) were most likely to report the most severe IADL limitations.

* Hauenstein, E.J., Davey, A., Clark, R.S., Daly, S.B., You, W., Merwin, E.I. (2021). Self-care capacity and its relationship to age, disability, and perceived well-being in Medicare beneficiaries. *Nursing Research*. Advance online publication.

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NICOLE DILLARD

Assistant Professor, Political Science, Criminal Justice, and Organizational Leadership

7/1/2021

[Dr. Dillard's research on Black mothers and workplace oppression wins honor of Best Paper for the Academy of Management](#)

The purpose of this article is to explore two research questions: In what ways do Black mothers experience workplace oppression? and How can anti-oppressive practices informed by contemplative practices appropriately and effectively address workplace oppression experienced by Black mothers? Grounding our qualitative research in Black Feminist Thought, an analysis of participants' semi-structured interviews concluded that power is a central component of workplace oppression. In fact, when answering the first research question the data suggests that Black mothers experience workplace oppression through four central themes related to power: (1) privilege, (2) being an outsider, (3) non-traditional career roles, and (4) ownership. In addressing the second research question, we offer a new framework, Contemplative Anti-Oppressive Practice (CAOP), which combines Clifford's anti-oppressive practice with the two aspects of contemplative practice: "stillness" (being) and "action" (doing). We explore this framework in light of the narratives provided by our participants as an approach for both employees and managers to dismantle workplace oppression.

* Dillard, N., and Walker, C. (July 2021). Black Mothers at Work: A Contemplative & Anti-Oppressive Approach to Dismantling Workplace Oppression. In Sonia Taneja (Ed.), Proceedings of the Eighty-first Annual Meeting of the Academy of Management. Online ISSN: 2151-6561.

NICOLE DILLARD and KOBENA OSAM

Assistant Professors, Political Science, Criminal Justice, and Organizational Leadership

8/6/2021

[Drs. Dillard and Osam publish recent CAS funded research on intersectional identity and employee engagement](#)

Employee engagement has generated much interest among researchers and practitioners. Since the early 1990s, there have been hundreds of scholarly publications examining the subject. Unfortunately, even with the volume of information available, there is very limited understanding on the role that identity plays in the experience of engagement at work. If engagement research is centered on bringing and being ourselves at work, then we must not ignore the significant role that identity plays in one's development of self. Therefore, pursuing an intentional analysis of how identity (e.g., race and gender) informs engagement experiences in the workplace is necessary. Thus, this study explored how critical HRD research that centers intersectional identities could help broaden the meaning and understanding of the experience of engagement in the workplace. Using an intersectional qualitative framework and a sample of diverse public service employees, we answered the following research question: in what ways does an employee's identities inform their experience of engagement? Our research found that identity has a profound impact on the conditions of engagement and must be considered to examine the full potential across multiple contexts. Implications and suggestions to advance identity-based research and engagement theory and practice are discussed.

* Dillard, N. and Osam, K. (2021). Deconstructing the Meaning of Engagement: An Intersectional Qualitative Study. Human Resource Development International. DOI: 10.1080/13678868.2021.1959777

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JESSICA LOTT

Assistant Professor of Anthropology, Sociology, Anthropology, and Philosophy

9/15/2021

[Dr. Lott publishes book chapter on using Wikipedia in the classroom, in collaboration with librarian Jennifer Sullivan of Upstate Medical University](#)

Jennifer L. Sullivan (academic librarian) and Jessica Lott (anthropology professor) are invested in pedagogical approaches that help learners apply course content to their everyday lives. With this goal in mind, we created a flexible Wikipedia-based assignment for an upper-level anthropology course, *Gender, Sex, and Sexuality: A Global Perspective*, as a way to teach information literacy skills in a real-world setting while also enriching course content. As the course's culminating assignment, learners researched an information gap on Wikipedia addressing gender. Learners were also asked to use their experience on Wikipedia to reflect on the significance of the documented gender bias in Wikipedia. This chapter discusses the advantages of Wikipedia as a platform for cultivating authentic information literacy practices. In particular, we address ACRL's Framework for Information Literacy in Higher Education, information literacy as a social justice imperative, and disciplinary information literacy. We taught this assignment four times over the period summer 2017–summer 2020 and draw from our experiences collaborating on this assignment. We hope that learning from our successes and failures will inspire those who wish to adapt it for their instruction.

* Lott, J. L. & Sullivan, J. (2021). Authentic learning in cultural anthropology: Editing Wikipedia for real-world impact. In L. M. Bridges, R. Pun, & R. A. Arteaga (Eds.), *Wikipedia and academic libraries: A global project*. (pp. 65-89). Maize Books.

JUSTIN YATES

Associate Professor, Psychological Science

9/24/2021

[Dr. Yates publishes article on risky decision making and cocaine preference in rats](#)

Excessive risk taking is a characteristic trait of several psychiatric conditions, including substance use disorders. High risk-taking (HiR) rats self-administer more cocaine compared to low risk-taking (LoR) rats. However, research has not determined if risk taking is associated with enhanced cocaine conditioned place preference (CPP). Male and female Sprague Dawley rats (n = 48 each sex) were first tested in the risky decision task (RDT), in which a response on one lever resulted in safe delivery of one food pellet, and a response on a different lever resulted in delivery of two pellets and probabilistic delivery of foot shock. Following RDT training, rats were tested for cocaine CPP. The first session was a pretest that measured rats' preference for three compartments that provided different visual and tactile cues. Rats then learned to associate one compartment with cocaine (either 10.0 mg/kg or 20.0 mg/kg; i.p.) and one compartment with saline (1.0 ml/kg; i.p.) across eight conditioning sessions. Finally, rats explored all three compartments in a drug-free state. Sex significantly moderated the association between risky decision making and cocaine CPP. While increased risk aversion was somewhat positively associated with cocaine CPP in males, increased risk taking was positively correlated with cocaine CPP in females. These results highlight the moderating role of sex on the relationship between risky decision making and cocaine reward.

* Yates, J. R., Horchar, M. J., Kappesser, J. L., Broderick, M. R., Ellis, A. L., & Wright, M. R. (2021). The association between risky decision making and cocaine conditioned place preference is moderated by sex. *Drug and Alcohol Dependence*, 228, 109079.

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RESEARCH NEWS

Spotlight on Scholarship

NKU's 3rd Annual Spotlight on Scholarship was held October 21st. Dr. Matt Cecil presented Dr. Zeel Maheshwari (Physics, Geology and Engineering Technology) with the Sol Award for her presentation "An Approach for Sustainable Development In Remote Rural Communities". Dr. Melissa Jones (Teacher Education) received the Community Building Award for her presentation entitled "Building Inclusive Communities Through Peer Mentoring: A Tool for Change". To watch the presentations or for more information, visit the [Spotlight on Scholarship](#) website.

Do you have research, scholarship or creative activity to share?

We will be taking a brief hiatus over the summer, see our next volume in Fall 2021.

Use this [link](#) to submit for the next edition.

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