

## **Title: Multiple Scholarly Projects: Two Books and Eight Journal Articles**

### **Abstract:**

The purpose of the proposed sabbatical is to complete multiple writing projects. These include two books, developing three student senior research projects for publication, and revising manuscripts previously submitted and returned for changes. One of the books currently under contract is a multi-authored volume on ethical and diversity issues associated with the COVID-19 pandemic. Another book describes a student-centered approach to higher education assessment. The topics of the completed senior research projects include perceptions of Title IX mandatory reporting requirements, the impact of parental death on emerging adults, and the association of religiosity with attitudes towards marriage. In addition, revisions have been requested for papers addressing adult attachment styles and describing an alternative approach to the Introduction to Psychology course. The proposed sabbatical would provide the applicant with the uninterrupted time necessary to complete these manuscripts, respond to editorial feedback, and submit the final versions for publication.

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**Professor of Psychology**

**One Year Sabbatical Request for 2022-23 Academic Year**

**Title: Multiple Scholarly Projects: Two books and Eight Journal Articles**

**Overall Introduction:** The principal objective of the proposed sabbatical is to complete multiple writing projects. As is evident from the descriptions below, these projects are somewhat disparate. As my CV illustrates, it has been typical throughout my career to be working on multiple projects simultaneously. One of the proposed sabbatical's goals is the completion of two books. Additional goals include completing five manuscripts based on students' senior research projects, two journal articles on behavioral and ethical issues with COVID-19, and a revision of a paper describing an alternative approach to teaching Introductory Psychology. Finally, I have two data sets that warrant analysis—a quantitative project on perceptions of vaccines and their association with moral reasoning and a collaborative qualitative project with students on Positive Psychology. I will address the three components of the sabbatical proposal—Introduction, Background, and Outcome for each of these projects

## **Books**

**1. Current Working Title:** *COVID 19: Health Disparities and Ethical Challenges Across the Globe*

**Introduction:** This proposed book is under contract ( See Appendix I for Contract and Prospectus with Table of Contents) to be published by Springer/Nature. I am the lead author of the book.

**Background:** In April 2020, I joined a task force on COVID 19 through the American Psychological Association's Division 52 (International Psychology). Our specific workgroup, including psychologists from around the country, has been devoted to ethical issues, health disparities, and advocacy pertaining to COVID-19. We meet regularly via Zoom to discuss scholarly projects. To date, as part of this group, I presented two papers at the International Congress on Psychology in July 2021 (See Appendix II) as well as at the American Psychological Association's annual convention in August 2021 (See Appendix II).

**Outcome:** As the prospectus and contract indicate, the product will be a book of 200 pages in length that describes ethical dilemmas, issues of health care disparities highlighted by the pandemic, as well as suggested policy interventions.

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## **2. Current Working Title:** *The Student's Perspective: Bringing Meaning to Assessment in Higher Education*

**Introduction:** The proposed book on student-centered assessment has generated interest by editors at Springer/Nature. I submitted a prospectus ( see Appendix III), which generated a positive response and a request for a more detailed proposal. This book is based upon a series of projects that I carried out over multiple years in collaboration with Lake State students. My work is influenced by Cook-Sather's writing on faculty-student partnerships for improving teaching and assessment ( See- Cook-Sather, A. et al. (2014) *Engaging Students as Partners in Learning and Teaching*. Jossey-Bass)

**Background:** I appreciate that assessment in higher education is a part of a larger societal mandate for accountability among all professions and not confined to university faculty. I also recognize that accrediting bodies require quantitative outcome data. I readily operationalized my course and program objectives for measurement. However, an important voice seemed to be missing in course- objective-driven assessment—that of the student. Beginning with a study of the developmental impact of conducting undergraduate research, it became evident that students benefited in unexpected yet significant ways from these experiences. For example, by conducting undergraduate research, students reported experiencing themselves in a new professional role and recognizing a new facet of their identity as contributors to their discipline's knowledge base. After this study was published (Searight, Ratwik & Smith, 2010), the findings were featured in an article on undergraduate research in the American Psychological Association's monthly magazine, *The Monitor* (See Appendix IV).

This project led me to realize that students can be valuable partners in both course and program assessment. The result was a series of collaborative projects where I partnered with students to conduct and report educational assessment findings. These efforts have resulted in eight papers presented at international, national, and regional conferences and six publications with student co-authors.

These projects include developing and implementing a student-driven model to provide daily feedback to instructors about their pedagogy and student classroom engagement (Searight, Johnson, Hartman, & Schupp, 2015). In another project, described the developmental and professional benefits of serving as a peer educator (Searight, Retzloff, & Narkiewicz, 2015) and used detailed weekly student narratives to assess newly designed courses ( Searight et al., 2015; Searight & Tahtinen, 2018). Our most recent publication featured an entire class of 14 students as co-authors describing how the course "Medical Ethics and Film" provoked critical thinking (Searight, Burnash, Campbell, et al., 2020) (These articles can be found in Appendix IV).

**Outcome:** A book of approximately 125-150 pages includes descriptions of the above collaborative projects and other approaches to student-centered assessment.

## Student Capstone Research: Preparing Manuscripts for Publication

### **A. Development and Submission of Three Manuscripts and Revision of Two Manuscripts**

**Introduction** Over the years that I have supervised senior research and capstone projects at Lake State, there have been multiple studies that, in my judgment, were publishable. In publishing senior research, the student who conducted the project is always listed as the first author. Because, in addition to supervising the project, I typically do a fair amount of editing and interacting with editors, I am the second author. To date, a total of 35 Lake State students and I have co-authored 43 articles and book chapters. In addition to enhancing students' self-confidence, a professional publication is helpful for graduate school applications. I have supervised several completed senior projects that I believe are publishable and would contribute to the field but have not yet been published. Unfortunately, because of other time commitments, I have not been able to devote the focused time necessary to develop the manuscripts below into publishable papers.

**Background:** The specific projects are as follows :

#### **1. University students' Perceptions of Title IX Requirements Surrounding Sexual**

**Assault/Harassment:** Two students (Jessica Thompson and Tara Beard) conducted separate yet related studies examining students knowledge of and attitudes toward Title IX's requirement for mandatory reporting of incidents of sexual harassment/assault. In our research we found that students who had a history of sexual harassment/assault were significantly less likely to agree with the requirement for mandatory reporting. In addition, since a relatively recent revision of Title IX regulations specifically forbids romantic relationships between faculty and students, we explored student attitudes towards faculty-student interpersonal boundaries.

**2. Emerging Adults' Experience of Parental Loss and Self-Esteem: Psychology graduate** Lacey Johnson (who later completed the MPH program at DePaul University) conducted a multimethod study with qualitative and quantitative components under my supervision. Compared with students who had not lost a parent, young adults experiencing parental loss demonstrated evidence of avoidance in relationships, more ruminative cognition. They also perceived higher levels of nurturing and caring from mothers while reported more overprotecting and controlling relationships with their fathers.

**3. Religiosity and Attitudes Towards Marriage:** (Julie Armock, Kitty Drockton) I have recently been working with a graduate of our program who has a Masters in speech pathology (Kitty Drockton) on a completed student (Julie Armock) senior thesis. The paper is being edited for publication and focuses on emerging adults' perceptions of the ideal marriage age and young adults' attitudes towards marriage. The study also included a standardized scale assessing religiosity. Religiosity was moderately associated with positive attitudes towards marriage and an earlier age believed to be the optimal age for marriage.

**Outcomes:** The outcomes would be a total of three manuscripts co-authored by the respective students(s) and myself, which will be submitted to scholarly journals.

### **B. Two Manuscripts Based on Senior Capstone Projects with Requested Revisions Before Publications**

**Introduction:** Two co-authored manuscripts based on student projects were submitted for publication and returned with a request to revise and resubmit. It is often difficult to find the time necessary to devote to the project during the academic year. In addition, writing is usually more successful when I can work for weeks or months without being interrupted by other responsibilities.

**Background:** The titles and descriptions of these manuscripts are as follows:

(\*\*\*indicates student author)

1. Oraziotti, J\*\*\*, Searight, H.R., Silbernagel, J.W.\*\*\* Construct validity of the Differentiation of Self scale: A multidimensional exploration. *North American Journal of Psychology* ( See Appendix V )

Brier Summary: Differentiation of Self, describing the balance between emotional and intellectual functioning and the tension between individual identity and maintenance of close interpersonal relationships, is a central construct in Bowen's intergenerational family therapy theory. However, while operationalized with the Differentiation of Self Inventory-Revised (DSI-R), differentiation still lacks strong evidence of construct validity. In the current study, two constructs believed to be related to differentiation—adult attachment assessed with the experiences in Close Relationships-Revised (ECR-R) scale and emotional regulation, assessed with The Emotion Regulation Questionnaire, were administered along with the DSI-R. Results indicated that the linear combination of DSI-R and emotional regulation measures were significantly related to both attachment variables providing validity support for the construct of differentiation and assessment with the DSI-R.

2. Cornell, A\*\*, & Searight, H. R. The challenges behind living a double life among first-generation university students: The clash between independent and interdependent identities. *Insight: A Journal of Scholarly Teaching* (See Appendix V)

Summary: First-generation college students comprise 30-50% of those seeking higher education in the U.S. The current study was a multimethod investigation involving both quantitative and qualitative assessment approaches. Specifically, on standardized measures, FG students scored significantly higher on the Communal Orientation Scale, reflecting norms of social reciprocity and attentiveness to others. However, FG students did not differ significantly from non-FG peers in their reasons for pursuing higher education (Motives for Attending College Scale), involvement in campus activities (Psychological Sense of Student Membership Scale), or self-reported grade point average. The qualitative interviews suggested that FG students view their college experience as more challenging than non-FG peers. Results of qualitative interviews suggested FG students are often self-conscious about their family status, are more likely to experience university culture as ambiguous and frequently overwhelming,

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## Additional COVID-19 Projects

**Introduction:** As part of the APA Division 52 COVID-19 Task Force described above, I am a co-author of an invited paper for the journal *International Perspectives in Psychology*, which is the official journal of Division 52 (international Psychology) of the American Psychological Association. Our group also submitted a proposal for a special issue of *American Psychologist*, which was accepted.

### **Background:**

- 1. Recently submitted invited manuscript to *International Perspectives in Psychology*:** This manuscript addresses international differences in responding to COVID 19 and ethical dilemmas arising in the clinical care of COVID-19 patients. The paper will likely require revision before publication.
- 2. Invited manuscript on Health Inequality for *American Psychologist*:** The journal, *American Psychologist* (the ‘flagship’ Journal of the American Psychological Association) requested letters of interest in contributing to a special issue on Health Inequality. Inequality was a topic that our COVID-19 workgroup frequently discussed and included in our conference presentations. One of our members submitted a proposal on behalf of the group, and the editors accepted it. As a group, we will be writing an article on health disparities internationally. I will be contributing a section on public health approaches to income inequality. ( See Appendix VI)

**Outcomes:** Paper #1 above, unless something unforeseen arises, will be published by 2023. While not guaranteed, a similar editorial decision will hopefully occur with manuscript #2.

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## Other Manuscripts to be Revised and Resubmitted

Geiss, P. & Searight, H.R. *Promoting liberal arts education through Introductory Psychology: The perspective-based approach*

**Introduction:** The manuscript describes a rationale for changing the content of the Introductory Psychology (PSYCH 101) course. We present an explanation and course outline for Introductory Psychology to be organized according to six to eight predominant theoretical approaches within the field.

**Background:** While presenting at the 2019 European Society of Psychology Learning and Teaching conference, I met Dr. Paul Geiss, a faculty member at the University of Vienna. We discussed the current status of “Psychological Literacy” in undergraduate education, and he introduced me to an alternative to the existing modular approach of teaching Introduction to Psychology. The perspective-based system embeds empirical findings in a theoretical context rather than representing a semester of unrelated topics (e.g., Learning, Personality, Neuroscience). We co-authored a manuscript on this approach. In addition, I presented a paper at a symposium chaired by Dr. Geiss at this year’s (virtual) European Society for Learning and Teaching Psychology Conference, entitled *William James’ Pragmatism and the Benefits of a Perspective-Based Approach to Introductory Psychology* (See Appendix VII)

**Outcome:** We have been invited to submit a more concise version of the paper to the journal *Psychology Learning and Teaching*, which hopefully will accept it for publication.

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## **Data Sets for Analysis and Development into Manuscripts**

### **1. Students' Perceptions of a Positive Psychology Course**

**Introduction:** During the Spring 2021 semester, I taught Introduction to Positive Psychology ((PSYC 107) for the first time. The students and I agreed that the journals that they were completing for the course would serve as the basis for a co-authored manuscript (Similar to the published paper, "Bioethics and Film.")

**Background:** Positive psychology has become an increasingly common course at U.S. universities. I taught positive psychology for the first time during the Spring 2020-21 semester. Students maintained journals in which they documented their experience of carrying out specific exercises and their reactions to course content. I want to develop a manuscript that will take the form of a collaborative qualitative study based upon the journal entries presented without identifying information.

**Outcome:** A manuscript co-authored with the students in the class to be submitted to a journal in higher education.

### **2. COVID-19: Moral Reasoning and Views of Vaccine Conspiracies**

**Introduction:** The COVID-19 pandemic has highlighted issues regarding moral reasoning –particularly the tension between personal liberty and social solidarity.

**Background:** The moral foundations (MFT) perspective describes six central dimensions that influence intuitive ethical judgments. These dimensions are: Care/Harm; Fairness/Cheating; Loyalty/Betrayal; Authority/Subversion; Liberty/Oppression; and Sanctity/Degradation. The current study seeks to examine the association of the MFT dimensions with attitudes towards wearing facemasks and beliefs and attitudes towards vaccination during the current COVID 19 pandemic. A total of 200 adults ( 100 from the U.S.and 100 from the United Kingdom) completed surveys assessing moral foundations, attitudes towards face masks during the pandemic, and views of vaccine conspiracies.

**Outcome:** Hopefully, a conference paper as well as a manuscript submitted to a journal.

## **Sabbatical Timeline 2022-23 Academic Year**

**Note:** While this schedule may seem rather ambitious, the COVID-19 projects are carried out by a team of five, of which I am one of the members. I typically can complete revisions of an article in 1-5 days. Quantitative data analysis also requires minimal time since the COVID-19 data is in an Excel format,

### **August—November/December**

Book on COVID-19 submitted to the publisher by early December

American Psychologist manuscript submitted and revised as necessary

Revision and resubmission of First-Generation Students paper

Revision and resubmission of COVID-19 manuscript to International Perspectives

COVID-19 Moral Foundations data analyzed

organizing qualitative narrative data on Positive Psychology class

### **December/January -March**

Book (Springer Brief) on Assessment in Higher Education completed

Revised Differeanaion of Self paper resubmitted

Age to Marry report submitted

Introductory Psychology paper revised and resubmitted

Send out COVID Moral foundations theory paper for a conference

### **April-June**

Revisions of both books as necessary

Title IX study –submitted to a journal

Parental Loss study submitted to a journal