JUNE 2026

OFFICE OF ACADEMIC SCHOLARSHIP

RESEARCH ABSTRACT

Boundaries for Better Scholarship

Dr. Brandy Bagar-Fraley, Ph.D., Writing Program Administrator, Lead Faculty

Hours of writing crammed in between work and daily tasks.
Time spent reading research before dashing off to run errands.
Moments of brainstorming sandwiched between time spent with family.

Scholarly work involves a fine balancing act of daily life and academic rigor. And the best scholars are those who manage this balance well: who guard, with boundaries and clear communication, their time and their energy as needed to be their best in all the worlds they inhabit. But this practice isn't always easy, so here are some guidelines to help you establish priorities, guard them, and communicate them clearly:

1. **Understand that setting boundaries and guarding your time is a kindness.** Scholars can sometimes be overachievers who feel the need to take on extra work, or who fall into the habit of people-pleasing out of a desire to be their best for everyone else. But such practices can ultimately lead to unreliability, and those who try to keep too many balls in the air eventually drop them. Acknowledge that setting boundaries is an act of relational management, a kindness to yourself and your family, and a practice that will help you become a better scholar.

2. **Spend some time naming your values**. After that, list out priorities (like family time, time for scholarship, exercise, or hobbies) as well as what can wait. Does your life and your schedule reflect these values and limits? How might you rearrange, or what boundaries might you set, to address discrepancies? Where can you say "no" and where do you have to say "yes"? What can you let go? What do you want to keep? Sometimes it can help to talk to the people who love you, to your work supervisors, or to academic colleagues or classmates for a sense of perspective on what is actually necessary and what isn't. If your list of non-negotiables and priorities is too long to manage, begin triage: what is most important? What is least?

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3. **State your boundaries clearly.** Boundaries are something that you abide by and focus on what you can control, not a way to control others, so be sure to articulate them with care and forethought. Try not to soften or excuse them. Here are some examples:

    - If the bake sale runs late, I will leave at two in order to get home and finish my article.
    - In order to finish my research, I will not take on extra tasks for my extracurricular group over the next two months.
    - I need a long span of quiet time to finish my book, so rather than go on the fishing trip I will use the time as a writing retreat instead.

    And don't forget: "I can't" is a complete sentence, too.

4. **Get others on board.** Keeping boundaries can be difficult, especially when it's "just" so that you can produce a piece of academic scholarship. To maintain them, enlist others to help: ask family to hold you accountable for your writing time, or set up a check-in with colleagues. Ask others to help you become the scholar you want to be, and let their encouragement and accountability support you in taking the time you need for your work.

In many ways, academic work takes a village. And your time for writing and research will always ebb and flow; as it does, your boundaries will naturally change as well. But thinking ahead and establishing boundaries around the things that matter, including your scholarly work, will help support you in becoming a better—and happier—scholar.

Rethinking Scholarship in the AI Era
Panel Discussion (Part II)

Due to the thoughtful dialogue and strong interest generated by our initial session, the Office of Academic Scholarship (OAS) hosted a second installment of the panel discussion, "Rethinking Scholarship in the AI Era".

We were pleased to welcome back our expert panel for a deeper exploration of the evolving role of artificial intelligence in research and academic work:

- Dr. Tracy Greene
- Dr. Kasi Guillot
- Dr. Bora Pajo
- Dr. Valerie Storey

Moderated by Dr. Kelly Renner

To view this continued discussion on navigating the rapidly changing AI landscape in academia, please visit "Rethinking Scholarship in the AI Era (Part II)".

If you missed the first panel or would like to revisit the conversation, you can watch "Rethinking Scholarship in the AI Era (Part I)".

On Secondary Data

Dr. Bora Pajo, Ph.D., Department Chair, Lead Faculty

I want to write about secondary data. Not because it is fashionable, not because your chair may have said something about it already, but because for many of you it is the single best decision you can make about your dissertation.

Let me tell you a story. When I was younger, I lived in a country where the government's official statistics announced, every single year, that the wheat harvest tripled from the year before. And that went on, not once, not twice, but year after year. If you run the math, by 1989 every citizen of Albania should have been buried under at least a ton of wheat. We were not. We were standing in line for bread. In fact by the end of it, we were standing in line for milk, eggs, kerosene, and everything else imaginable just to feed the family. That is what *bad* secondary data looks like. I am not going to write about that kind. I am going to write about the good kind. The capitalist kind.

Secondary data is data that someone else, *somewhere else, collected for some purpose* — and now you can use it for your *own purpose*.

That is it. That is the whole definition.

The "someone else" can be the United States Census Bureau, the World Bank, a hospital system, a school district, a corporation, a research team at the University of Michigan in 1972, or a doctoral student in 2008 who deposited their interview transcripts in a university archive and made it open and available to future studies. The point is they collected it, they cleaned it, they put it somewhere, and you can use it.

This is not cheating. This is scholarship. The good kind. Isaac Newton stood on the shoulders of giants. You will stand on the shoulders of the U.S. Department of Education, which is shorter but has better datasets.

Benefits of using secondary data

It shortens the time in the program. What I hear most from students is how they want to graduate next semester, or how they *need* to be done within next year. Yet, I am always CC'd on emails sent to students who are reaching their 7-year time limit in the program. With secondary data, you do not need to develop a research design. It is developed for you. You do not need to worry how the type of sampling you selected to collect data aligns with the methodology you chose. It is already there. You do not need to recruit participants and collect data. All done and ready. That is at least 6 months shorter than it would have normally taken for that process, if not more.

Research Design is already completed. Most students spend up to a whole year figuring out the details of their study and finishing their proposal. The biggest issue in that process is the research design. One fits. Another one does not. One committee member thinks a third one is the most appropriate for your study. Figuring out the correct reliability and validity measures will take a lot of reading, time, and understanding. And each design has very many details to understand, so the process is messy and lengthy. Secondary data has that part already done. You simply need to understand that design and how that study was done.

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On Secondary Data, continued...

It shortens the IRB process. When you collect your own data, the IRB will ask you for consent forms, recruitment scripts, debriefing protocols, data security plans, and a feasible study. They will ask for support letters from organizations, thoroughly look at your ability to recruit participants, and look carefully at the questions you will ask in your study. That's their job. With most secondary data — particularly de-identified and/or public-use ones — you fall into what is called exempt review or maybe even a not human subjects research (NHSR) determination. You will fill out a form, answer a few questions and in just a couple of weeks you are most likely approved. Rarely any revisions.

The instrument is already validated. Somebody already validated the survey items, ran the interviews, calculated the basic statistics. You did not. You will not. You do not have to. You simply need to cite and understand them.

The sample is larger than anything you could ever collect. How many participants were you planning to recruit? Two hundred? Do you know how difficult that is? Meanwhile, the National Survey of Children's Health has a sample of 50,000. The American Community Survey runs into the millions. The Health and Retirement Study has been following the same people since 1992, through six recessions and two pandemics. You simply cannot replicate that.

You get longitudinal data without aging yourself. This one is important. If you wanted to follow children from kindergarten into adulthood, that is a 30-year project. The Early Childhood Longitudinal Study has already done it. You can analyze it in months. Most doctoral students stay away from longitudinal studies because they take years just for data collection, but their insights are better than any other datasets out there. You can take advantage of this.

You can study populations you cannot reach. Hospital executives will not return your calls. Superintendents will not take your survey. CEOs will laugh at your invitation. Have you ever had someone call you to fill out a survey or to conduct an interview? I'm sure that you have hung up or blocked the number. The rate of response for cold calls is 1 out of 1000. Let that sink in for a moment. I have seen doctoral students at Franklin taking over two years to interview 10 people because no one would answer their post. This is not an exaggeration. It is reality. But the big data repositories have their disclosures, their data, and their surveys, all ready for you. The data you cannot get on your own is, in many cases, sitting in a federal repository waiting for you to download it.

It is, in most cases, free. Secondary data is usually free. Compare this to primary data collection, where sometimes you need to pay incentives, pay expensive data collection agencies, or pay for transcription services, just to name a few. Secondary data, especially government ones, and sometimes research university ones, are free to use.

Somebody else cleaned it. Not perfectly. Nobody cleans data perfectly. But they cleaned it more than you would have, and they wrote a codebook that tells you what they did. Read the codebook. Read it again. Then read it a third time.

Disadvantages of Secondary Data

There are some considerations to the secondary data that you need to know beforehand. I want to be realistic about the drawbacks and you need to be aware of these shortcomings beforehand:

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On Secondary Data, continued...

The data was not collected for your question. This is the key limitation. Whoever ran the original study had their own research questions, their own operational definitions or constructs, their own theoretical frame. If they measured "engagement" as four Likert items and you needed twelve, you now have four. If they coded ethnicity as five categories and you needed seven, you have five. If they interviewed people in 2014 and you wanted perspectives of people from 2024, you have 2014 data.

You cannot ask follow-up questions. You will sometimes find yourself staring at an outlier answer, wondering what it means, and knowing you will never know why it is there. The variable you most want is the one variable they did not collect.

Coding decisions are all in. Somebody decided what counted as a "minority-serving institution," what counted as "rural," what counted as "high-poverty." You inherit those decisions. You can mention them in your limitations section. You cannot change them.

Quality varies. The responsibility for assessing quality is yours, not the data providers. A federal repository is generally trustworthy. A random spreadsheet you found on someone's blog is not. Treat your sources the way you would treat a used car: ask who owned it, how they used it, and whether the odometer has been tampered with.

These are real limitations. They are not, however, fatal. They simply mean you must choose your dataset because it answers your question, not stretch your question to fit a dataset you happened to find. Backwards reasoning kills dissertations.

How to Evaluate a Dataset Before You Commit
Before you make any decisions on what datasets to use, you cannot skip the following steps:

1. *Read the codebook all the way through.* All of it. Including the appendices. Including the technical notes. The codebook tells you what the variables mean, how they were constructed, what the response options were, and what was changed between waves. It is not optional reading. It is the most important thing you will read for your dissertation.

2. *Read the methodology report.* This is a separate document that tells you how the sample was drawn, how the data were collected, how missing data was handled, and what limitations the original investigators acknowledged. You will cite this document repeatedly in your methods chapter. You will quote it in your limitations section. You need to know all this information.

3. Look at the variables that matter to your question and confirm they exist, and confirm they are operationalized in a way that fit with your research question. Do not assume. Look. If your construct is "leadership style" and the variable is a single binary "Does your supervisor have leadership training, yes/no," your research question and your data are in different worlds.

4. Examine the sample. Who is in it? Who is not in it? When was it collected? What is the unit of analysis? A study of urban high schools cannot answer questions about rural elementary schools. A 2010 dataset cannot describe the post-2020 workforce.

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On Secondary Data, continued...

5. *Check the access requirements before you commit.* Some datasets require a license, a Data Use Agreement, a restricted-data application, or payment. Some of these application processes can take months. Build that into your timeline. Start investigating available data early.

6. *Find at least three published studies that have used this dataset and read them.* See how they handled missing data, how they specified their models. This will save you weeks of work and several embarrassing mistakes.

I will end where I began. I grew up in a country where the official harvest data was a fairy tale and the only way to know the truth was to look at the bread line. I came to a country where the federal government publishes, free of charge, the most comprehensive social, economic, educational, and health data in the history of the human species, and most of it is downloadable from the comfort of your home. The contrast is not lost on me. It should not be lost on you either.

Use this data. Treat it with the respect it deserves — read the codebooks, cite the methodology reports, and acknowledge the limitations. But do not be afraid of it. It is yours.

A dissertation is not a heroic act of original creation. It is a small, honest contribution to a long conversation that has been going on since before you were born. Secondary data is not the lesser path. For most dissertations, it is the better path. It is faster, cheaper, larger, more rigorous, and in many cases the only way to study what you want to study.

For more information, please see the recording of my June 4th presentation on Secondary Data Sets that was part of the DSA Speaker Series: DSA Summer 2026 Speaker Series - Use of Secondary Data in Research

For a comprehensive list of secondary data sources, please see: Dissertation Data Sources

Franklin Faculty and Staff Writing Fridays

Writing Fridays are weekly Zoom sessions held each Friday from 9:30–10:00 a.m., sponsored by the Department of English and Humanities and the Office of Academic Scholarship. Additionally, once per term, the group meets in person for two-hour gatherings at libraries across Columbus. These sessions provide a dedicated space for faculty and interested staff to discuss their scholarly writing and research projects. In a friendly, supportive environment, participants may:

- Share writing goals and progress
- Reflect on strategies and routines
- Collaborate on projects
- Celebrate wins

Participants from all disciplines are welcome. Summer sessions are now underway.

For more information or to get involved, please contact Dr. Brandy Bagar-Fraley at [redacted]

RefWorks – Reference Management Updates (and Issues)

Marc Jaffy, MLIS, Scholarly Communications and Affordable Learning Librarian

The Franklin University Library provides Franklin University faculty, students, and staff access to RefWorks online citation management software. RefWorks lets you organize your citations and research, and also can generate citations and create bibliographies for your research. The RefWorks Citation Manager plugin for Microsoft Word lets you insert citations directly into your Word document.

Because the Franklin University Library provides access, you must use your Franklin University credentials to log in to RefWorks. Previously, RefWorks required you to have a separate login based on your Franklin University email address. However, that has recently changed and you will now log in to RefWorks using the same Franklin University credentials you use to log in to other University services.

If you are creating a new RefWorks account, this will happen automatically. However, if you previously created a RefWorks account based on your email address, you will need to relink your account to the institutional login following the instructions on the login page of the library's RefWorks Research Guide. This is a one-time requirement.

Unfortunately, there are some issues resulting from this transition. For certain library databases (such as those provided by EBSO and Ebook Central) the new login method is not working. The library is working with the vendor of RefWorks to fix these problems. If you have trouble exporting from a library database to RefWorks due to this issue, you can always export your article to PDF and use RefWorks ability to import a PDF and create a reference automatically from the PDF, as explained in the add references to RefWorks page of the library's RefWorks Research Guide.

For additional information about using RefWorks, see:

- Franklin University Library's RefWorks Research Guide
- RefWorks Tutorial (video)

Congratulations Spring 2026 Doctoral Graduates!

DBA

- **Beth Vaughn**, September 29 – "Data Adoption Capability Perceptions of Ohio Accounting Firm Employees"
- **Robert Neil Strausbaugh**, November 11 – "Examining Relationships Between Officer Experience and Use of Force After Vehicle Pursuits"
- **Ron Wayne Preston**, November 11 – "Over the Road Truck Driver Retention"
- **Stacey Lynn Horn**, February 6 – "Breaking Through the Glass Ceiling: A Qualitative Hermeneutic Phenomenological Examination of Black Women's Leadership Pathways in Project Management"
- **Vladimir Bernard**, March 3 – "The Impact of Communication and Collaboration in Hospitals from a Leadership Perspective: A Qualitative Descriptive Study"
- **Laura Briggs**, March 11 – "Full Time Freelancer Motivation and Risk Management"
- **Lan Zhang Montle**r, April 2 – "Do On-Site Fitness Facilities Influence Employee Physical Activity Via Self-Efficacy?"

DHA

- **Rose Lokwang**, June 26 – "Navigating the Maze of the Healthcare System in the United States: An Insight Into the Experiences of African Refugees"
- **Deborah Ann Ryan**, September 29 – "Unveiling Employee Satisfaction in Healthcare Reimbursement Services: Identifying Key Factors and Their Impact"
- **Mariam Ali**, October 22 – "Exploring and Overcoming Primary Barriers to Healthcare Access and Utilization During the Perinatal Period for Somali Women in Franklin County, Ohio"
- **Francisca Ngozi Nwugwo**, November 14 – "The Effect of Hospital-Sponsored Financial Aid Incentives on Nursing Staff Turnover Intentions"
- **Heather Marie Smith**, March 20 – "The Use of Population Segmentation and Social Determinants of Health by Executives in Establishing or Modifying an Ambulatory Surgery Center"

DPS

- **Gilbert Asamoah**, March 27 – "Identifying and Developing Financial Risk Management Competencies: An Exploratory Study Using Instructional Design Needs Analysis Tools"

EdD-OL

- **Annmarie Ekey Cunningham**, September 16 - "A Qualitative Study Exploring How School and District Education Leaders Respond to Critical Organizational Crisis and Change Events"
- **Jennifer Lamé**, November 10 – "Leveraging Transformational Leadership at a Midwestern Two-Year College to Create a Culture of Care and Improve Student Success: A Case Study"
- **Stephen Laurence Keane**, March 10 – "Understanding Teacher Role Stress: An Exploratory Analysis of Career-Stage Perspectives in Education"
- **Thomas Holdren**, March 23 – "Perceptions of the Principal Evaluation Process and Performance Criteria in the State of Ohio: A Mixed-Methods Study"
- **Edward Keith McDonald III**, March 24 – "The Decision Making Experience During Periods of Uncertainty for Hub Airports: An Executive Leadership Perspective"
- **Ardell H. Trotter**, March 24 – "Doctoral Candidates' Motivation During the Dissertation Phase"
- **India Edith Klipfel**, March 25 – "How Followers Perceive the Transformational Leadership Qualities of Female Leaders in Admissions Departments"
- **Regina Paige**, March 26 – "Appreciative Approach to Overcoming the Underrepresentation of Black Women in Senior-Level Leadership Roles in Higher Education"
- **Monique Lumpkin**, April 6 – "Assessing Diversity, Equity, and Inclusion Initiatives in Education: Professional Higher Education Staff and the People Side of Change"

Doctoral Student Association (DSA) News

DSA Speaker Series

The DSA Speaker Series is a twice monthly program offered at noon and 7:00 p.m., featuring topics designed to support and engage doctoral students. The Summer 2026 series began on May 21 and will continue through July 30. Below, you will find the session dates and topics for Summer 2026, along with links to recordings of sessions that have already taken place. Additional details will be shared by the DSA via email.

May 21, 12pm Dr. Tracy Greene
Being the Project Manager of Your Dissertation Process
DSA Speaker Series - 05/21/2026

June 4, 7pm Dr. Bora Pajo
Use of Secondary Data in Research
DSA Speaker Series - 06/04/2026

June 18, 12pm Dr. Lynda Hall
From Comps to Career: Communicating the Value of the Franklin Experience

July 2, 7pm Dr. Amiee Wagner
Finding Your Critical Friend Groups

July 16, 12pm Dr. Michelle Thomas
Preparing for Candidacy: Selecting a Chair, Expectations for Comps, and an Overview of the Proposal and Dissertation Processes

July 30, 7pm Drs. Marnie Shaffer & Amiee Wagner
IRB Questions & Answers

DSA Writers Group

The DSA Writers Group meets **every Saturday morning at 10:00 a.m.** All are welcome! Bring your writing, questions, and expertise to share. This is a peer-to-peer experience; we are here to help and support each other. Please send any questions to Annemarie at

[redacted]

Join on Zoom:

[redacted]

Presentations, Publications, & Service

Dr. Nimet Alpay and **Dr. Kemal Aydin** presented "Career Connectedness: A Catalyst for Student Success" at the MWDSI Conference 2026, hosted by Northern Kentucky University's Haile College of Business.

Dr. Kemal Aydin delivered a session on career connectedness to the Strategic Ohio Council for Higher Education (SOCHE) on April 15, 2026.

Alyssa Darden and **Samantha Kapp** shared their presentation, "Centralizing & Streamlining Learning Commons Communications," at the OhioNet Library Communications and Outreach Summit on April 22, 2026.

Marc Jaffy co-presented at OpenCon Ohio 2026 alongside Timothy Sandusky, Librarian at Bowling Green State University. Their presentation was titled "You Say Data, I Say Data: Let's Show the Whole (OER) Thing Off."

Dr. Brenda Jones and **Kelly Pettinger** co-presented "Leading in the Age of AI: Strategy, Storytelling, and the Future" at a virtual Franklin University event hosted by the Alumni Engagement & Development team on April 23, 2026.

Dr. Mike Posey presented "Finding Personal Growth and Your Untapped Potential in an Uncertain World" at the Human Potential Forum, sponsored by I.D. Education (London/virtual), on March 21, 2026.

Dr. Kelly Renner served as Fulbright Specialist Cycle 2 Peer Reviewer.

Dr. Valerie Storey published two articles: "AI Dependency vs. Doctoral Identity: How Generative AI Is Challenging the Development of Independent Scholarly Thinking in Doctoral Students" in the International Journal of AI in Pedagogy, Innovation, and Learning Futures, and "When AI Writes the Doctoral Thesis: Reclaiming the Oral Defence as a Learning Development Intervention" in the Journal of Learning Development in Higher Education.

Office of Academic Scholarship (OAS)

Learn more about the OAS by going to our website.

Get in touch with your published article, presentation, or other newsworthy scholarly accomplishment to share in our next newsletter!

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