

1. **Presentation Title:** What Your Faculty Need to Know about Open Access Publishing
2. **Presenter Information-Primary presenter short biographical sketch:**

Dr. Jackie Kress, Professor of Education at Georgian Court University (NJ), holds a doctorate from Rutgers University (NJ) and teaches in the University's School of Education. She is the author of several teachers' resource books. Dr. Kress provides faculty development on instructional strategies, curriculum development, performance assessment, accreditation, and faculty evaluation in the US and abroad. She also served in deanships in education, professional services, and quality assurance and as a senior state higher education administrator and policymaker.
3. **Disciplines:** Higher education administration; faculty evaluation; professional development; educational leadership; evidence-based decision-making
4. **Presentation theme:** This presentation addresses the conference theme: Operating the Department
5. **Presentation Type:** Best practice presentation.
6. **Abstract:** Scholarly publication is a factor in faculty evaluation. Online journals--open access (OA) and traditional—are now available. Views about OA journals are often controversial, and have even affected tenure and promotion decisions. This session reviews facts about OA and provides exemplar materials to use to review/revise your publication policies.
7. **Keywords:** Faculty scholarship; open-access journals; predatory publishers; rank-and-tenure decisions; personnel decisions; scholarship standards; scholarship policies
8. **Creative Commons License:** Attribution-Non-Commercial CC BY-NC
9. **Presentation Documents:** Description of the Session (300-500 words)

The publication in scholarly journals has been the core means of disseminating research findings and new evidence-based ideas since the first science journals were published more than 350 years ago (Open Science Initiative Working Group 2015). For tenure-track faculty at most colleges and universities, scholarly productivity and publication are not simply by-products of their professional activities, but required artifacts of their professional qualifications for tenure and promotion. In addition, there are indications that as institutional competition for students and funding has increased, so also has the demand for scholarly publications that enhance institutional reputations, not just the reputation of the faculty who authored the work (Green 2008; Gardner and Veliz 2014). In recent years, there has been an explosion in the number of journals with, by one count, more than 36,000 currently available for researchers to choose from as the repository for their critical scholarly work (Open Science Initiative Working Group 2015).

With so many journal options, open access and traditional, what criteria are best to use to select a publisher and venue? In recent years, scholars and others have debated this question rather vigorously (Conte, nd; Prater, nd; Schroter, Tite, and Smith 2005). Some warn that open access (OA) journals may be predatory and of low quality (Berger, 2015, Beall 2014); others argue OA journals enhance visibility and can drive the impact of one's research (Hajjem et al. 2005). Some institutions encourage OA publication and willingly pay the publisher's article processing charges (APC), while others have denied tenure or promotion to faculty who published in OA journals considering publishers who have APCs as nothing more than vanity presses (Burlison 2015). There are many viewpoints and many misunderstandings about OA journals, but one thing is clear—

departments and colleges need to have a clear understanding of the facts and that they promulgate policies that adequately guide faculty scholarship and publication.

This session will provide background information about OA journals and give participants opportunities to share their personal and institutional views and policies related to publication venues. In addition, participants will consider exemplar materials, including an FAQ, criteria for identifying questionable or predatory journals, and draft policies, that may be helpful in reviewing and revising their department/school criteria.

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