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OFFICE OF
ACADEMIC
SCHOLARSHIP

RESEARCH ABSTRACT

Open Access Publishing Update: New No-Cost Options Now Available to Franklin University Authors

The [March 2025 issue](#) of “Research Abstract” included an article discussing the benefits to authors for publishing in Open Access journals. These benefits include greater reach for your writing (because articles are freely available, not locked behind a paywall), retaining control of your article (since you are not required to transfer the copyright to the publisher), and the ability to make your work available to others in an institutional repository, such as FUSE.

One of the barriers authors may face with Open Access publishing involves the Article Processing Charge, or APC. This is a charge that some open access journals charge authors in order to publish their work in an open format.

As mentioned in the March 2025 article, one of the benefits that Franklin University authors have is that, due to the library’s membership in the OhioLINK library consortium, authors affiliated with Franklin University can take advantage of agreements that OhioLINK has negotiated with several major publishers to permit OhioLINK affiliated authors to publish articles under an open license without paying an APC.

OhioLINK has recently expanded this program by adding a new publisher. Starting in 2026, Franklin University affiliated authors can publish under an open license, with no APC required, in journals published by the American Chemical Society (ACS). This open publishing deal joins previous deals providing the ability to publish under an open license, without an APC, in journals from Cambridge University Press, Elsevier, IOP Publishing, Springer Nature, and Wiley.

The library’s [Open Educational Resources \(OER\) Research Guide](#) has a page on Open Access Publishing Through OhioLINK, which provides information about how to publish under an open license, without an APC, with these publishers. If you have any questions about publishing an article in an Open Access journal, please [contact the library](#).

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The Emperor's New Clothes as an Allegory for AI in Academic Research & Writing

Dr. Valerie A. Storey, Ph.D., M.Ed., Adjunct Faculty

Hans Christian Andersen's *The Emperor's New Clothes* offers a striking allegory for understanding the promises and pitfalls of using artificial intelligence (AI) in academic work. In the tale, the Emperor, eager to display his sophistication, commissions a set of garments said to be visible only to the wise. His advisors, unwilling to admit uncertainty, go along with the illusion. Ultimately, it is a child's simple honesty that exposes the truth: the Emperor is not wearing anything at all. The dynamics of illusion, pressure, and fear of appearing ignorant parallel many contemporary challenges surrounding AI in scholarship.

In the academic world, the Emperor represents doctoral students who—faced with increasing pressure to publish, perform, and present their research—may be tempted by the allure of AI-generated text. AI tools, like the deceptive weavers of the fairy tale, promise efficiency and intellectual enhancement. Their outputs often appear authoritative. Yet, as with the Emperor's imaginary garments, the underlying quality of these outputs may be fragile. AI-generated prose can mask superficial understanding, fabricated citations, or methodological gaps, creating the appearance of scholarship without its substance.

The courtiers in the story, who pretend to see the invisible fabric, mirror a dissertation committee or reviewer who may hesitate to question AI-assisted work. The rapid expansion of AI tools creates a subtle pressure: everyone is using them, so challenging their output may feel old-fashioned or uninformed. This environment can allow weak or unverified arguments to pass unchallenged simply because they "sound scholarly." Thus, the illusion persists—not through malice, but through collective reluctance to admit discomfort or unfamiliarity.

The parade, in which the Emperor proudly displays his invisible clothes, symbolizes the moment academic work is presented—whether in an assignment submission, dissertation defense, or peer-review process. It is at this stage that AI-heavy work is most likely to be exposed. When questioned about reasoning, data, or citations, a doctoral candidate who relied too heavily on AI may find they cannot defend what they assert in their manuscript. Like the Emperor, they are left vulnerable because they trusted appearance over understanding.



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The Emperor's New Clothes as an Allegory for AI in Academic Research & Writing, continued...

Finally, the child who cries out that the Emperor is naked represents the role of honest inquiry in scholarship. This figure may take the form of a dissertation committee that asks for clarification or checks sources and references. Academic integrity depends on this willingness to question, verify, and acknowledge limits—qualities that protect scholarship from illusions, whether human-created or machine-generated.

Viewed through this allegory, the moral of Andersen's tale is clear: the problem is not the existence of AI tools, but the unwillingness to confront uncertainty. AI can be a powerful aid in research, but only when used critically and transparently. Doctoral students must engage with AI-generated ideas with the same rigor they apply to any empirical source—questioning, verifying, and ensuring genuine understanding. The Emperor's mistake was not trusting the weavers; it was pretending to understand what he did not. Doctoral students can avoid the same fate by valuing moral and academic integrity above professional advancement or intellectual pretense.

In transparency, OpenAI. (2025). ChatGPT (GPT-4) [Large language model] was used to develop this allegory.

What Writing a Book Taught Me About Practicing What You Preach

Mike Taylor, MS, Adjunct Faculty

Richard Mayer is the godfather of multimedia learning design. His research on how people process words and images together has shaped instructional design for decades. His PowerPoint slides are terrible. That's not a knock—it reveals something important about the distance between knowing what works and actually doing it. When my co-author and I set out to write *Think Like a Marketer, Train Like an L&D Pro*, we assumed the hard part would be translating research into practical guidance. It wasn't. The hard part was making sure we followed our own advice.

We wrote a book arguing that L&D professionals should use marketing principles—attention, emotion, visual impact, clear language—to make training stick. Then we had to fight our own publisher over the book's title and cover design because their first versions were exactly the kind of forgettable, play-it-safe work we were telling readers to avoid. The final version still didn't get to where we hoped—it was the best compromise we could reach, which is itself a lesson worth noting. Our publisher wasn't wrong by their standards. We weren't wrong by ours. The tension wasn't ignorance versus knowledge. It was competing frameworks, institutional habits, and the reality that practicing what you preach often means arguing for it against people with legitimate authority and different priorities.

If this book taught me one thing, it's that the gap between research and practice isn't a knowledge problem. It's an execution problem—and execution always involves constraints, politics, and compromise. Mayer's slides don't reflect his own research. Our cover didn't fully reflect ours. The value of evidence-based practice isn't diminished by how hard it is to apply. If anything, that difficulty is precisely why we need people willing to do the translation work—not just in writing, but in the stubborn, imperfect, institutionally complicated reality where the work actually gets done.

Scholarly Communication Services

- Post your work in [FUSE](#), Franklin University's institutional repository.
 - To learn more about the benefits of submitting and how to submit to FUSE, please visit our [FUSE FAQ](#) page.
 - [View FUSE Submissions by Your Franklin University Colleagues](#).
 - Questions about whether your work can be published in FUSE? Email: FUSE@franklin.edu.
- The library's [Copyright Research Guide](#) provides information to help answer any copyright questions you may have, whether it's about how copyright applies to your own work or about how copyright affects your use of third-party materials in a course.
- The library's [Open Educational Resources \(OER\) Guide](#) provides information to help you understand/find/use open access materials, including information on Creative Commons licenses.

Library Updates

- The Franklin University Library has added a new database, **APA PsycTests**, to help researchers who are looking for instruments to use in their research. APA PsycTests provides information about, and access to, instruments that can be used in research including unpublished tests, test batteries, surveys, and questionnaires. Additionally, you can find the description and purpose of the instrument, along with permissions, as well as information about the test's reliability, validity, and factor analysis. APA PsycTests is included in the library's [APA PsycNet](#) database. Once you are in APA PsycNet, you can access APA PsycTests by either the browse or search features.
- **O'Reilly Learning Platform** (formerly Safari) now uses Single Sign-On (SSO) instead of email authentication, allowing access using your Franklin University login. All required O'Reilly textbooks used in courses have been updated with a new SSO link. Faculty who currently use **any O'Reilly resources in your courses that are not required** (e.g., supplemental readings, optional materials, videos), should email library@franklin.edu if those materials still require the email login method so we can update the links. Please include the course name and number and a list of any non-required O'Reilly resources used.
- The library has content from the ACM (Association for Computing Machinery) published between 2001-2024 available through the [OhioLINK Electronic Journal Center](#). Starting in 2026, ACM content is now making its content available through an [Open Access license](#), so no subscription will be needed to view ACM articles.

Doctoral Student Association (DSA) News

2026 DSA Conference

The Doctoral Student Association (DSA) hosted its 2026 conference, **“Research in Action: From Literature to Life—Where Will Your Research Take You?”** on March 6–7th. The conference was a dynamic event highlighting how scholarly inquiry can translate into meaningful real-world impact. Featuring 22 presentations from students, faculty, and alumni, the event showcased research that connects theory to practice across disciplines. Through presentations and dialogue, participants explored how evidence-informed ideas can shape leadership, influence organizations, and contribute to communities beyond academia. The event reflected the spirit of collaboration and curiosity that drives impactful research. We extend our sincere thanks to all who presented, attended, and supported the conference and helped make this engaging exchange of ideas possible. The DSA looks forward to continuing to foster spaces where research moves from the page into action.

DSA Speaker Series

The DSA Speaker Series is a twice-monthly program held at noon and 7:00 p.m., featuring topics designed to support and engage doctoral students. Below you’ll find the remaining Spring 2026 session dates and topics. Full details plus information about the Summer 2026 Speaker Series, including dates and presentation topics, will be shared by the DSA via email.

March 26th at 7 p.m.: Meet the DFAs – Drs. Gayle DeGenarro, Rebecca Gatian, and Mike Posey will share a bit about themselves, their professional journeys, and offer tips and strategies for success in your doctoral program.

April 9th at 12 noon: Dr. Tim Reymann discusses strategies for successfully navigating the dissertation phase and working effectively with your dissertation chair and committee.

April 23rd at 7 p.m.: Dr. Lynda Hall will discuss the real-world value of comprehensive exams and dissertation work and how they help student strengthen skills that are useful in many careers.



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



Join on Zoom:



Presentations

Dr. Mary Beth Babos presented lectures to Lincoln Memorial University Physician Associate students. The lectures covered Biostatistics, Evidence-based medicine, Research methods, Getting Research Published, Research Ethics, and Institutional Review Boards.

Dr. Babos also presented on Integrative Medicine in Pharmacy Practice to University of Maryland pharmacy students, and she's been doing faculty review work for the pharmacy technician certification exam for the American Council on Education.

Dr. Lewis Chongwony, Dr. Robin Hinkle, and Dr. Steve Martin presented "Too Much, Too Fast: Exploring Change Fatigue to Guide Smarter Transformation" at the 2025 Raymond E. Mason Leadership Symposium. The presentation examined organizational change fatigue and strategies to foster sustainable transformation through evidence-based leadership practices.

Dr. Hang Duong will be presenting "Re-thinking the Presentation of Qualitative Evidence: Lessons from Two International Program Evaluations" at Texas Evaluation Network, Texas, on March 26, 2026.

Dr. Chenelle Jones conducted a presentation titled "Partnerships Matter: The Columbus Model for Crime Reduction" at the 2025 Ohio National Association of Blacks in Criminal Justice Conference on October 21, 2025.

Dr. JoAnn Jordan presented for the University of Cincinnati at Clermont Health Information Management students' Capstone course on Diversity and Inclusion.

Dr. Tracie Miller presented "Using GenAI to Advance Your Excel Skills" virtually for CPE Inc. on October 2. On October 17, she delivered "GenAI in Accounting" virtually as part of the American Accounting Association's WeARE webinar series and also facilitated an Excel workshop virtually for NABA-CAN Cohort. On October 29, she delivered "Leveraging Excel with AI and ChatGPT for Data Analysis" virtually for the IMA Akron Chapter. On November 5, she presented "Excel Pivot Tables & Advanced Data Analysis for Government Auditors" virtually for Yellowbook CPE. Additionally, on November 13, she served as a panel participant in the Faculty Forum, Making Data Work for Us – Improving Programs and Courses Together through HOP, Course Deep Dive, etc., presented virtually for Franklin University faculty.

Dr. Lori Wagner presented "AI Strikes a Chord with Online Students Learning Informatics and Effective Communication" at the OLC Innovate Conference.

Publications

Dr. Mary Beth Babos co-authored the article "Integration of One Health Activities into Professional Student Education: Successes, Challenges, and Considerations" in *Frontiers in Medicine*.

Dr. Babos also has a chapter being published within *Medical Mistrust in Appalachia: Helping Patients and Providers Communicate with Cultural Humility*, out in spring 2026.

Dr. Hang Duong co-authored the article "Bridging readiness, relevance, and resources: Blended learning for teacher professional development in Vietnam" in the *European Journal of Education*.

Dr. Angela Morehead published "Marijuana Use During Pregnancy and Lactation: Insights and Implications" in the *Clinical Journal of Nurse Practitioners in Women's Health*.

Dr. Yuerong Sweetland authored the article "The Integration of Student Learning Outcome Assessment, Teaching, and Learning" in *Intersection: A Journal at the Intersection of Assessment and Learning*.

Mike Taylor authored the book *Think Like a Marketer, Train Like an L&D Pro*.

Honors

Dr. Rachel Althof maintained the Superior Reviewer designation and earned a Bronze Reviewer badge for her contribution to the Informing Science Institute in 2025.

Dr. Mary Beth Babos was selected as a Faculty Evaluator for the American Council on Education (ACE) for a November 2025 review.

Dr. JoAnn Jordan was selected as a Faculty Evaluator for the American Council on Education (ACE) for a November 2025 review.

Dr. Angela Morehead stepped into the co-chair role on the Education Committee for the National Association for Nurse Practitioners in Women's Health as of January 2026, and she's also started an editorial fellowship with the *American Journal of Maternal Child Nursing*.

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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