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INFORMING SCIENCE INSTITUTE¹

How do we make our life's work into a sustainable organization or does it die with us?

It was late on a Friday evening and the “big” question had raised its ugly head again. Husband and wife, Eli Cohen and Betty Boyd, were slowly sipping their second glass of their favorite merlot and debating how to make the Informing Science Institute (ISI) into a sustainable organization. They had founded ISI, an academic association, in 1998 to foster the development of a scientific discipline called Informing Science.

According to the ISI website: “Informing Science is a transdisciplinary quest to discover better ways to inform” (“About ISI,” n.d.). It studied the issues surrounding the informing process and researched how the process could be improved. By being transdisciplinary, Informing Science crossed disciplinary boundaries to transfer knowledge from one field to another. Eli felt it was an exciting and new scientific field which welcomed researchers from every scientific discipline.

They had built a platform to encourage and disseminate research on this new field. Together they had dedicated a substantial portion of their lives to making ISI a highly respected institution. Eli and Betty had spent almost 100 percent of their time performing the day to day activities required to make ISI successful. They had made all of the small operational decisions and had worked with the Board of Governors on the strategic issues.

But as they grew older, both now in their 70's, they could not continue to maintain the frenetic pace and heavy workload. Increasingly, their late-night discussions were focused on how to make ISI sustainable. They also realized the need to develop a succession plan outlining leadership continuity. In just two months, they planned a meeting with the ISI's Board of Governors to discuss next steps.

As they prepared for the Board meeting, they considered what decisions needed to be made. The decisions they wrestled with included: How would they plan for their own succession? Were changes required in ISI's mission statement and economic model? What were the risks involved in transitioning leadership, and how did they assure that their life's work would continue to prosper and didn't die with them? Together they had faced many important decisions, but ISI's long-term continuity and sustainability might be the greatest. Yes, Eli thought to himself, these were not going to be easy decisions for them to make.

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Industry

The Informing Science Institute (ISI) was one of several thousand academic organizations which advocated and advanced a scientific discipline. These entities existed to encourage and promote research in their fields. Most academic organizations had two primary ways to disseminate research and communicate with their membership: journal publications and conferences. These activities generated both revenue and expenses for the institutions.

Journal Publications

Journals were publications that typically were narrowly focused on a specific discipline or topic. The journals had several purposes. First, they disseminated research findings and knowledge to other members in their field. Second, the publications established an author's credibility and idea ownership. Finally, the journals peer review process provided a quality control feature. Peer review was when others in the field reviewed an article to determine if it merited publication. The normal process when a journal received an article was for the managing editor to perform a review to determine its relevance, quality and readability. After an article passed this first step, it was assigned to "2-3 reviewers with appropriate knowledge, skills, methodological expertise and experience to assess the manuscript and feedback on its quality, rigour and publishability. Peer reviewers' feedback helps the editor to decide if the manuscript is rejected, accepted or needs revision before it can be accepted for publication" (Ali & Watson, 2016).

The peer review process was time consuming. It was estimated that a reviewer spent an average of nine hours reviewing an article and they reviewed eight papers a year (Ware & Mabe, 2015). For most journals, reviewers did not receive any compensation. They performed the duties for free for both altruistic and economic reasons. From an altruistic perspective, their work helped to advance their discipline by ensuring high quality articles got published. From an economic perspective, the reviewers enhanced their reputations and furthered their careers by becoming a reviewer at a journal. While many academics agreed that peer review was sometimes a long and cumbersome process, they still believed that it was necessary to assure the relevance and quality of scholarly articles.

The peer review process determined if a paper would be accepted or rejected for publication. For top journals the acceptance rate for articles could be as low as 5 percent (Ali & Watson, 2016). Industry experts estimated the overall acceptance rate was about 50 percent (Ware & Mabe, 2015).

In 2014, more than 28,000 peer reviewed academic journals (Ware & Mabe, 2015) published 2.5 million articles a year (Plume & van Weijen, 2014). Both the number of journals and articles were growing about 3 percent per year. The academic publication industry generated about \$10 billion in revenue each year and it had been growing at 4.5 percent a year (Ware & Mabe, 2015). The rapid growth in journal publication had been fueled by a steady increase in the number of researchers. UNESCO in 2013 estimated there were almost 8 million researchers and the number was growing at 3.5 percent per year ("UNESCO Science Report," n.d.). Researchers were, on average, reading more articles each year. In the last 10 years the number of articles read had increased from 200 to 270. It was estimated that researchers spent about 30 minutes reading each article (Tenopir et al., 2007; Ware & Mabe, 2015) and online searching became the primary access method.

Another factor that fueled this growth was the heavier focus universities were placing on scholars to publish. While authors who published in journals received no direct compensation for their work, it could significantly influence their careers. Increasingly academics were being evaluated based on the number of articles that they published. The term "publish or perish" was used to describe the pressure academics were under to continually publish articles. "Frequent publication is one of the few powerful methods at scholar's disposal to demonstrate academic talent to peers. Successful publication of research brings

attention to scholars and their institutions. This in turn may bring in more funding for the institute and also ensure an individual's progress through their field. Academic institutions and university frequently use the number of publications to an individual's credit as the measure of competency” (Rawat & Meena, 2014).

The number and quality of academic publications could significantly affect not only the prestige of individual authors, but also the prominence of the institutions that employed them. Universities encouraged their researchers to publish frequently in the highest quality journals. The publication statistics influenced the institutions rankings and its ability to secure grants and other funding.

There were many critics of the increasing emphasis on publication, including the former president of Harvard College, Derek Bok, who said, “The pressure to publish has intensified even further because of the tendency in many universities to emphasize quantity over quality in evaluating the publication records of candidates for appointment and promotion.” He believed that compounding the problem was that: “PhD candidates everywhere are told that it is important that they produce several published articles before receiving their degree and starting to look for an academic position” (Bok, 2015).

Scholarly Publication Industry

The scholarly publication industry had two primary platforms for journals: subscription and open access. The two types of publication models were similar in many respects. They both published peer reviewed articles for a specific discipline which were aimed at a distinct audience. The major difference was whether they charge for access to the publication. The subscription model was the traditional method of charging users’ fees to have access to the journals. The open access model allowed journal content to be viewed and downloaded free of charge.

The subscription platform dominated the publication industry. Of the 28,000 journals about 21,000 (75%) were based on the subscription model (Ware & Mabe, 2015) and they published over 85% of the articles (Archambault et al., 2014). The major source of revenues for these journals came from library (68-75%) and corporate (15-17%) subscriptions (Ware & Mabe, 2015). Since the advent of the open access publication model, growth in the subscription-based journals had slowed to 1-2% per year.

The open access journal platform became more viable when digital publication became possible. The new technologies had resulted in significantly lower publication, distribution and storage costs. “The big transformation to academic publishing can be traced to the early 1990s, when three technologies made digital scholarly publishing practical: 1) The WWW for displaying, accessing and linking documents, 2) Portable document format (PDF) for storing and rendering documents, and 3) Indexing and search technologies for finding documents on the web” (Gill, 2016).

The advancements in technology had caused a major disruption in the journal publication industry by making open access publications a more viable option. In 2017, there were 7,000 open access journals that published over 300,000 articles each year. It was estimated that the number of open access journals and articles published were growing at a rate of 15-20% per year (Archambault et al., 2014). While technology had made open access possible by lowering costs, there were several other factors that had fueled its explosive growth. “There appears to be widespread agreement that the freely available articles are downloaded significantly more than comparable articles” (Ware & Mabe, 2015). Studies had shown that open access articles were downloaded 40 to 60 percent more often than subscription publications. (Bird, 2010; Davis, 2011). Some researchers believed that competition from open access had resulted in

older articles being available for free download. The result was that more than 50% of the papers published since 2007 could now be accessed for free (Archambault et al., 2014).

Many authors perceived that open access articles were cited more often than subscription-based articles. While this perception seemed to be widespread, the research provided inconclusive evidence. Some studies had shown that open access increased citations by 20 to 60% (Gargouri et al., 2010; Archambault et al., 2014), while other studies showed no evidence of a higher citation frequency (Davis & Walters, 2011). Governments had also been strong proponents of open access. They believed that the dissemination of research by publicly funded researchers should be freely accessible to others. “The cost of academic papers in the US is over \$100,000 which is calculated by dividing the higher education expenditures on R&D (HERD) by the number of papers published by academia” (Archambault et al., 2014).

Even though the open access model had lower operational costs, it still needed to finance its operations. By definition, open access publishing had no subscription revenue, which was the primary source of revenue for traditional publishers. Because of this, the major obstacle that faced an open access journal was how to fund its operations. Open access journals had several revenue models to cover costs. Revenue sources ranged from grants and subsidies to membership fees and author charges. Some open access journals offered completely free publishing while others required membership, or that the author paid a fee to publish in the journal.

Because of the pressure on academics to publish, “predatory” journals had been created to exploit this need. These journals published articles if the author paid a fee; a practice also common to some highly respected journals. There was no valid peer review or any other efforts to assure the article’s quality or relevance. Many open access journals had been labeled as predatory because they failed to demonstrate that the qualification for publication was not just based on an author’s fee.

The academic and publishing community used metrics to evaluate the relevance and quality of individual articles and entire journals. The impact analysis was calculated by determining the number of times an article was cited over a specific period. The higher the number of citations, the more impact the article was assumed to have on the discipline. The total citations for a journal determined its impact or importance to a field. Researchers had three publication priorities: first, they wanted to get their research published, second, they wanted to publish in a highly ranked journal, and finally, they wanted their article to be cited often.

Citation count was heavily skewed towards a very small number of articles and authors. Studies had shown that the top 10-20% of published articles accounted for 80-90% of the total citations (Gargouri et al., 2010). The top one percent of authors had published 42% of all papers, and these articles generated the majority of all citations (Ioannidis, Boyack, & Klavans, 2014).

The impact metrics were maintained by the publication industry and appeared to be heavily biased against new journals, which included most open access journals. As Gill (2016) pointed out “An important caveat is that both the citing and cited journals must be included in the ThompsonReuter’s Web of Science (WoS). Because the process of inclusion in WoS is subject to very strict rules and, even then, can take a decade or more, no Impact Factor is available for most recently launched journals, which includes the vast majority of open access journals.” The impact metrics process made it more difficult for open access articles and journals to achieve prominence within a scientific discipline.

Conferences

Most academic organizations held regular conferences to foster communications and encourage the exchange of ideas within their discipline. The conferences promoted interaction between researchers to develop relationships, enhance collaboration and stimulate creativity. The conferences also provided a venue for researchers to interface with leading experts in the field by having key note speakers, workshops and panel discussions.

Usually conference activities were centered around researchers presenting and discussing papers. The normal protocol would be for the academic associations to issue a “call for papers” from the academic community. This request would occur several months before the conference. The conference program chairs would then evaluate the papers using a peer-review process. The most qualified articles were selected to be presented at the conference. At the premier conferences there was often intense competition to be a presenter since it was considered to be an important resume builder for academics.

The geographic diversity of conference attendance ranged from local to international participation. The conferences were held all over the world and ranged in length from a couple days to a week. Some academic associations held their conferences in the same location each time, while others change the venue each conference. Many academics believed that the location of the conference was more important than the topics covered. They felt that exotic locations, like Paris or Sydney, had larger attendance because researchers preferred unique and interesting places when their institutions were paying the bill. Conference registration costs varied from less than \$500 to \$5,000 with attendance ranging from less than 100 to several thousand participants.

Informing Science

Eli Cohen first introduced the world to the scientific discipline of Informing Science in 1998. The creation of this new field was strongly influenced by his broad educational background. Eli grew up in Hammond, Indiana but received a full scholarship to Hebrew University in Jerusalem. According to Eli, “My cross-disciplinary interests and education helped me view phenomena from various perspectives. I had formal education in psychology, mathematics, computer science and music. I learned skepticism and appreciation for crossing disciplinary boundaries from my course work with the world-famous behavioral scientists Professors Amos Tversky and Daniel Kahneman They were not just brilliant but truly creative. From them I learned to think outside the box” (Eli Cohen email, April 2018). Dr. T. Grandon Gill, a member of the Informing Science Institute’s Board of Governors, explained that: “Informing science emerged as an effort to create a transdiscipline specifically devoted to the study of informing” (Gill, 2016). Cohen believed that every scientific discipline faced the complex problem of how to most effectively inform. He thought that researchers in the different scientific disciplines were narrowly focused and heavily biased because they were “sequestered in their own academic silos” (Cohen, 2009). Exhibit 1 summarizes Eli’s education and experience.

The following paragraph by Gill (2016) explains the foundational beliefs behind the creation of Informing Science:

Despite—or, perhaps, because of—the centrality of informing to the human condition, every academic discipline appears to have its own view of informing processes. As a consequence, many perspectives developed. Ironically, we have traditionally done a relatively poor job of communicating these perspectives between ourselves. As an example, academics in the field of education developed a wide range of models relating to teaching. Although academics in other

areas—such as physics or management—spend a great deal of their time teaching, they tend to be unfamiliar with these models. Researchers in the management of information systems (MIS) study how systems are constructed and the impact of the flows of information through these systems. Computer scientists—designing and improving the same core technologies—not only tend to be unfamiliar with these concepts, they often are not even aware that MIS exists. It was the recognition of this unfortunate lack of exchange of ideas between disciplines that motivated the creation of the transdiscipline known as informing science.

Informing Science was based on transdisciplinary research which was: “defined as research efforts conducted by investigators from different disciplines working jointly to create new conceptual, theoretical, methodological, and translational innovations that integrate and move beyond discipline-specific approaches to address a common problem” (“Harvard Transdisciplinary Research,” n.d.). Transdisciplinary and interdisciplinary research had expanded rapidly over the last 20 years, but only represented a small percentage of all research. While “the research of academic scientists has also become more collaborative and interdisciplinary” it still “fits awkwardly in universities divided into separate discipline-based departments” (Bok, 2015). Most departments discouraged or disincentivized their faculty from pursuing transdisciplinary and interdisciplinary research.

The objective of Informing Science research was to illustrate “the benefits of researchers in one field teaching researchers trained in different fields about their own research methods and epistemologies. The essence of the Informing Science philosophy is the transfer of knowledge from one field to another: breaking down disciplinary boundaries that hinder the flow of knowledge” (Cohen, 2009).

Informing Science Institute

The Informing Science Institute (ISI) was founded in 1998 as an academic association focused on developing the Informing Science discipline. Eli Cohen wanted to “create an academic community based on trust” (Cohen, 2009). ISI’s mission was to establish a global organization of academics that were committed to researching and solving informing problems. ISI recruited, supported, educated and developed the Informing Science community. It encouraged research, collaboration and mentorship between its members.

Eli’s mission and perspective made ISI different from most academic associations (Eli Cohen email, April 2018):

From the start, the philosophy of ISI and its journals has been to improve what I had perceived as deficiencies in academic research. These included severely flawed reviewing, cronyism, blindness to alternative epistemologies and an effort to solicit papers for the purpose of rejecting them to decrease the acceptance ratio. The aim of ISI was to provide a service to researchers with limited funds and from teaching universities that lacked proper research funding. Also, we wanted to develop a humane approach to treating authors that teaches academic writing and teaching skills.

The ISI organization was staffed almost completely by volunteers. The only paid position handled computer programming. ISI was led by its two Executive Directors: Eli Cohen and Betty Boyd. There was an eight-member Board of Governors that made strategic decisions and oversaw ISI’s operations. The board was a highly diverse group located around the world. (see Exhibit 2 for background on the Board of Governor’s members). ISI also had about 25 Editors in Chief that managed the journal’s peer review publication process.

Eli and Betty, as the Executive Directors, had extensive and wide-ranging responsibilities (see Exhibit 3). They included journal publication and indexing, setting up conferences, marketing and membership recruitment, maintaining the website, legal and accounting. Their major challenge “is not having the time and energy to complete all the required tasks” (Eli Cohen email, April 2018).

Like most academic associations, the main activities of ISI revolved around the publication of research, holding an annual conference and membership development (see Exhibit 4 which illustrates ISI’s activities and how it informs). ISI published nine journals (see Exhibits 5 and 6 which provide website statistics for seven of the journals). All of their journals and books were open access with no subscription fees or charges for digital copies. Eli noted that: “We have always been years ahead of the curve. We have published open access years before there was an open access movement” (Eli Cohen email, April 23, 2018). With no publication revenue, ISI needed to minimize costs by using volunteer reviewers, editors and publishers.

ISI offered its authors unique benefits to help them develop their research and writing skills. The ISI’s “Guidelines for Editors of Informing Science Institute Journals and Conferences” explained that the editor’s “crucial role is that of an agent for improving research and researchers (“Guidelines for Editors,” 2018). While other journals just ask for gatekeepers, your role is of a guide. While other journals ask for referees, your role is of the coach. In ISI, we all give each other a helping hand. Reviewers mentor authors, Editors mentor reviewers and authors, and Editors-in-Chief mentor their editors.” As part of this mentoring process editors were required to create a Development Letter to each author reviewing their submission. These letters must be “ego-acceptable” and contain “supportive, constructive language that avoids harsh criticism.” The letter should also “express encouragement” and “include positive comments.” Exhibit 7 contains a sample Development Letter. Eli believed that: “ISI is the only professional association that provides mentoring feedback to authors” (Eli Cohen email, April 23, 2018).

Over a three-year period, ISI published 600 articles and rejected over 1000. ISI editors sent development letters on all the published and rejected articles. ISI had about 4,000 authors and 10,000 active user members. International users and authors represented approximately 70 percent of the total.

A former Editor-In-Chief of an ISI journal highlighted the strengths and weaknesses of ISI’s publishing platform. “We offer a model that allows an author to publish good research without being manipulated by the commercial publishing establishment. The disadvantage is that we are not established with a level of prestige warranted by the inclusion in the indices of the major academic databases” (Murphy, 2011). Only one of the ISI journals, *The International Journal of an Emerging Transdiscipline*, had been listed in the major citation index.

ISI had attempted to get one of its journals included in a major indexing service. This service called Scopus rejected its request and Eli felt that the rejection was inappropriate. Exhibit 8 was the email from the indexing service Scopus explaining why ISI’s request was denied and Exhibit 9 was Eli’s response. Eli believed that this correspondence demonstrated the difficulty in getting open access journals recognized by commercial companies that provide the citation indexes.

Conferences had represented the primary source of both revenue and expense for ISI. In 2017, conferences represented over 60 percent of the revenue and almost 50 percent of the expenses. See Exhibit 10 for a summary of income and expenses. Conferences were scheduled over a 4 to 5-day period. Average attendance was around one hundred with net registration fees of \$500 to \$600. The conferences had been held all over the world from Lithuania to Vietnam. Paper presentations and workshops

completed most of the conference schedule. See Exhibit 11 for a 2018 conference brochure and see Gill's YouTube video that promoted the 2015 ISI conference held in Tampa, Florida (<https://www.youtube.com/watch?v=ZG6AVGcmCAI>).

ISI had offered two types of membership programs: ISI colleague and ISI member. The ISI colleague was free and offered free article submission and review. The ISI member paid \$75 per year and had the additional benefits of access to the member directory, profile matching and conference discounts. ISI had several thousand colleagues and 145 paying members.

The international community was heavily represented at ISI. Four of the eight Governors had lived outside the U.S., and the majority of the published authors and members were from outside the U.S. The international popularity of ISI was the result of its open access, low cost platform and its mentorship program for authors.

Murphy (2011) believed that the ISI's achievements were remarkable. It had grown from nothing to a successful academic association. Murphy (2011) highlighted:

The extraordinary accomplishments of the Informing Science Institute in constructing an informing system to disseminate informing science principles to its large and growing clientele. Across every nearly conceivable dimension—number of ISI members, conference attendance, international representation, the breath of disciplines included and the scope of publications produced—major advances have been made with virtually no external resources. These achievements provide clear evidence that the principles of mentorship, open access, and transdisciplinary perspective common to all ISI activities collectively constitute a powerful system for informing.

The Next Steps for Eli, Betty and ISI

What should Eli and Betty propose to the Board of Governors? What alternatives should ISI explore to become a sustainable long-term organization. What should their role be in helping to facilitate these changes? While Eli had been wrestling with these decisions and challenges for several years--the Board now wanted a plan.

Murphy, in his 2011 case, pointed out how difficult the problem was for ISI's leadership. He commented that:

Every challenge is a potential opportunity. So, the opportunities of the ISI for future growth, contribution, and improvement are myriad. The ISI has done a commendable job based on the leadership of its founders and the work of its volunteer army. But, any virtue can be a vice if taken to an extreme. There are many questions that can be raised with respect to the challenges of the future. Has the ISI done too good of a job in avoiding fund raising conflicts of interest? With slightly better infrastructure, outreach evangelist budgeting, and more aggressive marketing of itself and informing science, would informing science have more awareness and acceptance in academia?

Back in a 2011 interview, Eli initially proposed that in the future ISI would: "be taken over by the Fellows [Board of Governor members]. It is going to be given more structure. It will have one leader who is an executive director, and another leader who focuses on advancing the theory, and one person who focuses on the improvements in quality of journals, and conferences, another in membership and development. This way its volunteer leaders can focus on those aspects of development that most fulfills

their particular interests” (Murphy 2011). But one of the Board of Governors did not believe this approach was realistic (T. Grandon Gill email, April 2018):

The problem with the volunteer approach is that many of the jobs required to keep an institution running are very mundane and not particularly engaging. Who wants to do bookkeeping for fun? Proof-reading in excess can be quite tedious. Continuous peer reviewing bears a strong resemblance to grading—one of academia’s most hated activities. Unfortunately, these jobs are all critical to the effective functioning of an organization. People are a lot happier doing them if there is an associated paycheck.

Recently Eli had considered the option of hiring a non-volunteer Executive Director to handle many of his and Betty’s duties and increase the organizations marketing efforts. He estimated the cost for a competent Director at \$50,000 to \$60,000 per year, and it may be hard to find the right individual. He had also thought of subcontracting out some of the duties, like marketing, membership and conferences, to companies that focus on helping academic associations with these tasks.

Eli had also explored several ways to increase ISI’s revenue. Should ISI charge authors submission or publication fees, or require the author to be a paying member? Just \$25 per submission would bring an additional \$10,000 to \$15,000 per year that could go towards paying an outside firm for performing some of his duties. Most other open access academic journals required membership or charged an author’s fee to publish a paper. But Eli felt strongly that ISI must absolutely avoid being labeled a “predatory” journal because of the potential risks to its reputation.

Eli knew that expanding membership could materially increase revenues. But how would you accomplish that? Should the currently free colleague members pay a small membership fee? Eli realized that many of the international members would have a hard time paying anything.

What about expanding the attendance at conferences? How would ISI more effectively market its conferences to academics? Higher conference attendance would add significantly to net income since the conferences had large fixed costs. Eli thought that perhaps a consultant could help ISI more effectively market its conferences, but that would cost upfront money.

While most academic associations were classified as non-profit organization by the IRS, ISI was not. Being a non-profit organization had two distinct advantages. First, it would not be taxed on any income it generated through its operations. Second, it may be able to accept charitable donations and the giver would be able to take a tax deduction. Most philanthropic institutions were very reluctant to provide donations or grants to for-profit entities. The biggest obstacle to converting ISI to a non-profit entity was the initial cost to establish it and the yearly administrative paperwork and fees required to keep it in good standing with the IRS. The cost of creating a non-profit association was estimated by Eli to be between \$2,500 and \$5,000. The costs each year would run about \$500. Eli wondered if it would be worth the costs. Would ISI receive donations and grants that would offset these costs?

Eli’s primary philosophical concern was: “Do we want ISI to grow just for sake of growth or to keep true to its mission of helping our clients, colleagues, to grow? Are we to be more like the church that Jesus created (live in poverty and help the less fortunate) or the mega-church of some TV evangelist? For us, this might mean to make money for its own sake and spend it on layers of paid employees and free trips for our Governors, or to stay small with a focus on volunteers and paying only when we need to hire

workers. Growing too quickly is sure way to kill the mission of ISI and perhaps even ISI. We must not remove from ISI what makes it so special. It would no longer be ISI” (Eli Cohen email, April 2018).

As Eli reflected on the alternatives ISI needed to consider, he felt that it was hard to decide on ISI’s future because he was so emotionally vested in it. ISI was his life’s work and passion. How would he let go of something that was so important to him? How would he manage the transition to new leadership? How would he make an objective decision when he was so biased by his feelings and beliefs? He knew that he needed the Board’s critical input and guidance in evaluating the various alternatives. Without their complete support, ISI would not be able to take the next step of ensuring its future. He thought, how ironic it was, that he was now faced with solving such a difficult Informing Science problem.

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Biographies



Christian Koch, for more than two decades, has had a hand in investments, either as a staff equity research analyst, managing director, and now president and CEO of KAM South, a firm that invests in individual securities. His firm manages \$80 million in assets, with a track record of successful returns.

His research interests include the topics of value investing and how risk is defined within portfolio theory. He has written a research paper on legal insider trading to improve individual portfolio returns. He is striking a balance between engaged scholarship and running his investment business. He has co-authored three books and is currently collaborating with Larry King to co-author a fourth: *The Big Question*.

He received a bachelor's degree in Business Administration at Stetson University in Deland, Florida, and a master's degree in Business Administration at Jacksonville University in Jacksonville, Florida. He is a graduate of the Advanced Management Program at the Harvard Business School in Cambridge, Massachusetts.



Jeffrey Johnson, in his capacity as executive vice president at PNC Bank, has been called upon when big things were happening in the banking industry. Over the past nine years, he has managed all commercial loan workouts and foreclosed real estate and has completed workouts on about \$50 billion in loans. At the peak of the recession, 400 people were on his staff. Improvement in the economy resulted in a reduction and the staff is now at 225.

When PNC sought to acquire two large institutions, totaling more than \$160 billion, Johnson's team was responsible for working on the acquisition prior to the purchase and the integration after the transactions closed. He now has additional responsibilities in retail lending, with a staff of 100. Prior to his work at PNC Bank, Johnson was a senior consultant, internal auditor and served in a variety of executive positions.

Johnson earned an MBA from the Harvard Business School in Cambridge, Massachusetts, in 1982 and a bachelor's degree in accounting and information systems in 1977 from the University of Illinois in Champaign, Illinois.

Exhibit 1: Eli Cohen's Resume and Background

Eli Boyd Cohen, M.A., PH.D., M.S., CDP, CCP, CSP, CQA, CDE

EMPLOYMENT

2000-Present	Director & Fellow, Informing Science Institute (USA)
1972 - Present	Principal, Management Technologies
2000- 2007	Professor (Full), Leon Koźmiński Academy of Entrepreneurship and Management (Warsaw)
2002	Visiting (Full) Professor, University of South Africa
1999 2000	Visiting Professor, Leon Koźmiński Academy of Entrepreneurship and Management (Warsaw) also lectured in Maribor (Slovenia), Nowy Sącz & Częstochowa (Poland), Warsaw School of Economics, University of Maribor (Slovenia)
1997 - 1998	Visiting (Full) Professor, Seidman School of Business, Grand Valley State University
1997	Visiting Assoc. Professor, Baruch College
1996	Visiting Lecturer, University of Wollongong (Australia) also conducted seminars in Fiji, New Zealand, Australia, Hong Kong, Singapore, Malaysia, Thailand, and Cyprus
1994 - 1995	Visiting professor, Wichita State University, Wichita, Kansas
1991 - 1994	Associate Professor and Lead, Computer Information Systems, College of Business, Eastern New Mexico University
1987 - 1991	Associate Professor of Management Information Systems, Department of Business Management and Administration, College of Business, Bradley University

- 1980 - 1987 positions up to Associate Professor of Management Information Science, School of Business and Public Administration, and University Director, Teaching Development Project, California State University, Sacramento
- 1981 - 1983 Vice President, Quendi Corporation, Management Consulting Firm
- 1978 - 1980 Associate, Teaching Resource Center, University of California, Davis
- 1971 - 1978 Indiana University and Purdue University (Lecturer, Instructor, Research Assistant, and Post-Doctoral Research Associate)

EDUCATION

- M.S., 1982 California State University, Sacramento (Business - Management Information Systems) **Summa Cum Laude**
- Ph.D., 1977 Indiana University (Measurement and Methodology, Statistics)
- M.A., 1973 Indiana University (Decision Theory, Statistics)
- B.S., 1971 Hebrew University of Jerusalem (Psychology, Computer Science, Mathematics)

CERTIFICATION AND LICENSURE

- Certified Data Educator (CDE)
- Certified Data Processor (CDP)
- Certified Systems Professional (CSP)
- Certified Computer Programmer (CCP)
- Certificate in Quality Assurance (CQA)
- Psychologist License (California and Illinois)
- and others in education and in measurement

Source: Developed by Eli Cohen

Exhibit 2: Informing Science Institute (ISI) Board of Governors

The ISI Team



Elizabeth (Betty) Boyd serves as Publisher of ISI publications and is a member of on the Board of Governors of the Informing Science Institute and is co-Executive Director of ISI. Betty graduated from Stanford University and served as a System Engineer at IBM prior to her teaching career.



Eli Cohen founded the Informing Science Institute and serves as its Executive Director and is a member of the Board of Governors. He has an academic background in a variety of subjects including Information Systems, Statistics and Measurement, Psychology, Education, and Computer Science. He has taught in the US, Poland, Australia, and South Africa.



Grandon Gill is a member of the Informing Science Institute's Board of Governors and serves as the Editor in Chief of ISI's Journal of IT Education: Discussion Cases. His research covers a broad range of topics within the informing science transdiscipline, with a particularly strong emphasis on complexity and the use of case studies to bring together the academic and practitioner communities. He recently was appointed Academic Director of the new DBA program offered by the Muma College of Business at the University of South Florida.



Lynn Jeffrey is a member of the Informing Science Institute's Board of Governors and serves as the Editor in Chief of ISI's Journal of Information Technology Education: Research and Journal of Information Technology Education: Innovations in Practice. The focus of her research is improving learning and teaching, and understanding the role that technology might play in achieving that end. Technology that she's developed includes a computer-based, examination-on-demand system (CALES) which was used by the New Zealand Civil Aviation Authority for pilot theory examinations; a learning style website used by tertiary students to get advice on improving their learning and by their teachers for developing more relevant teaching methods; a learning style evaluation website for workplace training; and a web-based simulation game for teaching equity in the workplace. Her current research focuses on student engagement in blended learning environments, mobile learning, integral learning and teaching international students. Lynn has supervised about 20 PhD students and 20 Masters students.



Michael Jones is a member of the Informing Science Institute's Board of Governors and serves as the Editor in Chief of ISI's International Journal of Doctoral Studies. His research is primarily in the area of organizational psychology with a recent large international grant looking at engagement of volunteers in emergency services. Michael specializes in computer-assisted qualitative analysis and is a global leader in various software in this area. Michael has also made contributions to science in the area of organizational culture. Michael also publishes in the area of Doctoral studies and has supervised around 20 doctoral and masters students.



Mathews Nkhoma serves ISI as a Governor and serves RMIT Vietnam as Head of School of Business & Management (SBM). Associate Professor Nkhoma's primary responsibilities are to continue ISI's positive impact on Vietnam and the Southeast Asia region. Dr. Nkhoma was the conference chair of ISI's I³SITE 2017 conference.



Fay Sudweeks is a member of the Informing Science Institute's Board of Governors and serves as the Editor-in-Chief of ISI's *Interdisciplinary Journal of e-Skills and Lifelong Learning* and also an editorial board member of three other international journals. She is an Associate Professor Emerita at Murdoch University, Australia. Her research interests include: lifelong learning using innovative technologies; social, cultural and economic aspects of computer-mediated communication and CSCW; and group dynamics. Her academic background includes psychology, sociology, cognitive science and communication studies. She has more than 100 publications including books, book chapters, journal articles, and conference papers. She has given invited talks in numerous countries including the USA, South Africa, Russia, Germany, Israel, and Sweden. Fay has supervised about 15 doctoral and masters students.



Wallace (Wal) Taylor is a member of the Informing Science Institutes Board of Governors. He has a wide experience in policy development, delivery and evaluation in the social appropriation of modern ICT applications and in building capacity in the socio-economic appropriation of modern ICT applications in rural, peri-urban (informal settlements) and urban situations in both developed and developing economies. His research interests are in transdisciplinary approaches of collaborations across Education, Business, Government and Civil Society to addressing socio-economic inequity in the emerging information society.

Source: Informing Science Website (<https://www.informingscience.org/>).

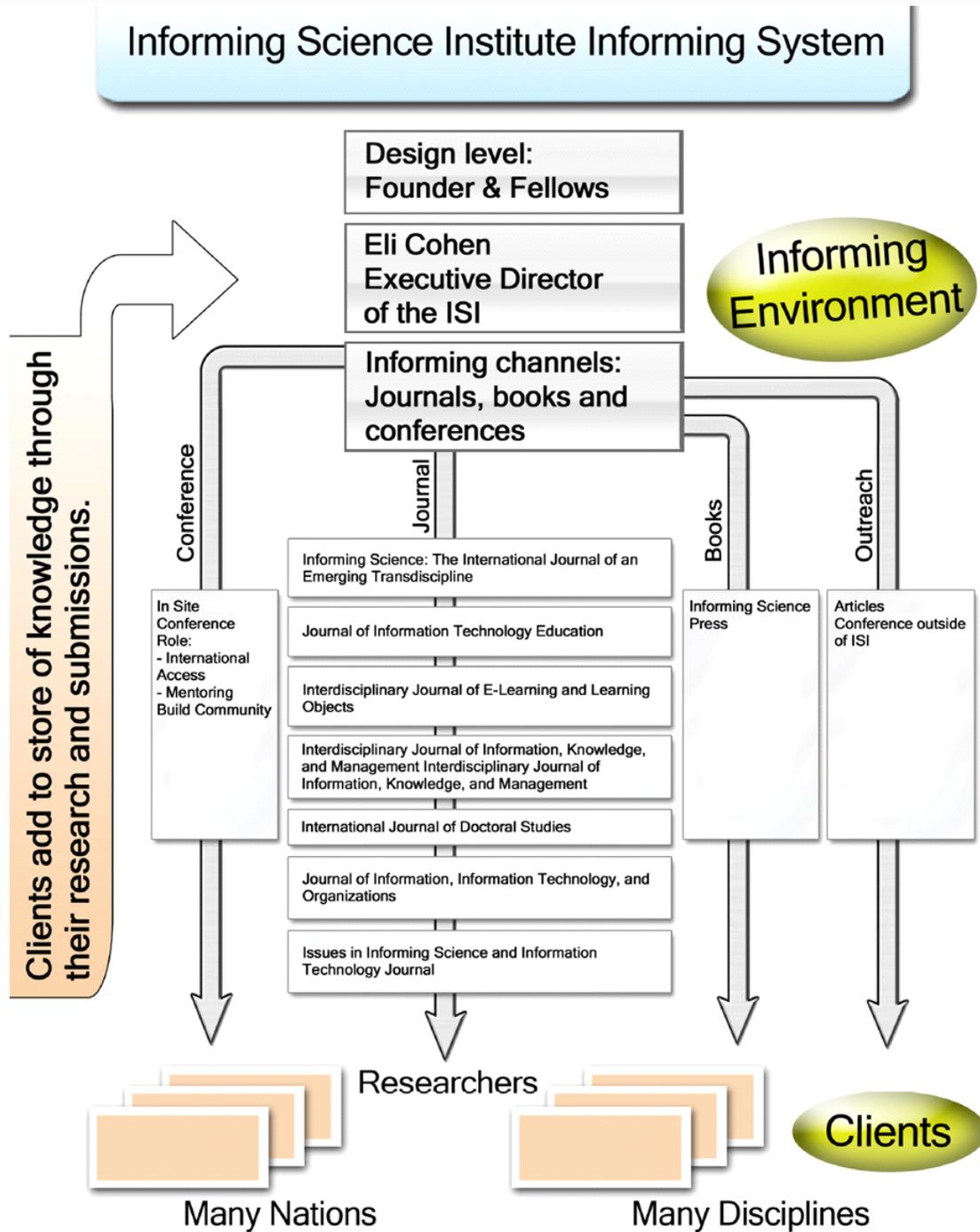
Exhibit 3: Eli Cohen and Betty Boyd's Job Duties

Current Tasks Assigned to the Executive Directors

- Help (service) desk to handle questions, bug reports
- Data Management (Analytics, Reporting)
- Journals, Indexing and external
- Journal, Manage, Standards, and Guide
- Implement features of the website, such as
 - help
 - Determining bugs and improvements
- Training // Certification
- Marketing
 - Social Media
 - Newsletter
 - Additional work
 - Membership (keeping existing, acquiring new)
- Sponsorship
- Maintain the software and implement system enhancement
- Conferences
 - Set up
 - During (help, implementation, ...)
 - Publish papers
- Publishing (taking accepted papers, books, and ...)
- Books, Proceedings
- Accounting
- Fill out legal papers
- Deal with sticky situations, like plagiarism investigation
- Communicating across all governors the current state of other governors and encouraging them to stay current on Gov projects

Source: Developed by Eli Cohen

Exhibit 4: Informing Science Institute Flowchart



Source: Informing Science Website (<https://www.informingscience.org/>).

Exhibit 5: Website Statistics for March 2018

Journal	Downloads		Visitors	
	Total	Articles	Total	# of Countries
JITE	47,340	792	18,625	169
Inform	26,227	312	11,432	154
IISIT	25,751	301	10,978	149
IJDS	24,174	182	8,157	143
IJKM	17,287	176	6,321	141
IJKLO	14,285	277	5,888	130
Informing	200	19	95	16
Total	155,264	2,059	61,496	902

Source: Informing Science Website (<https://www.informingscience.org/>).

Exhibit 6: Website Visits to JITE Journal in March 2018

Most Active Countries

	Country	Hits	Visitors	% of Total Visitors
1	United States	11,336	5,460	29.32%
2	Vietnam	1,729	1,252	6.72%
3	Philippines	2,694	1,159	6.22%
4	Unknown	2,153	695	3.73%
5	India	1,570	657	3.53%
6	Germany	986	638	3.43%
7	United Kingdom	1,738	629	3.38%
8	Indonesia	2,168	595	3.19%
9	China	1,271	589	3.16%
10	Canada	1,208	529	2.84%
11	Australia	2,072	517	2.78%
12	Malaysia	1,249	480	2.58%
13	South Africa	1,416	329	1.77%
14	Russian Federation	906	328	1.76%
15	Sudan	535	261	1.40%
16	Nigeria	694	233	1.25%
17	France	400	221	1.19%
18	Netherlands	649	215	1.15%
19	Italy	533	175	0.94%
20	Ukraine	207	150	0.81%
21	Turkey	303	149	0.80%
22	Pakistan	929	145	0.78%
23	Hong Kong	595	142	0.76%
24	Sweden	267	127	0.68%
25	Japan	274	119	0.64%
26	Singapore	245	111	0.60%
27	Thailand	242	108	0.58%
28	Denmark	171	106	0.57%
29	Kenya	381	103	0.55%
30	Spain	443	95	0.51%
31	Brazil	119	83	0.45%
32	United Arab Emirates	163	82	0.44%
33	Chile	80	80	0.43%
34	Zimbabwe	424	74	0.40%
35	Poland	677	73	0.39%
36	Israel	165	66	0.35%
37	Greece	200	65	0.35%
38	Ireland	205	63	0.34%
39	Saudi Arabia	127	58	0.31%
40	Korea, Republic of	372	57	0.31%

Source: Informing Science Website (<https://www.informingscience.org/>).

Exhibit 7: Sample Development Letter Sent to Authors

SAMPLE DEVELOPMENT LETTER:

Here follows a specimen (example) development letter. It gives you an example of the wording of a real development letter that is both supportive (in wording) and tough (requiring substantial but do-able improvements).

The ad hoc board of reviewers and I enjoyed reading your submission and want to work with you to get it into a publishable state. As strong as this draft is, I need for you to improve it in several areas before acceptance for publication. Your published paper will be read and cited for decades so let's spend a few more hours on it. With this in mind, please consider the following suggestions. While I do not require that your revised paper accept all these suggestions in the next revision, I do require that you upload a 'revisions document' in addition to your revised paper. In the revision document, show how your revised paper addresses and responds to each of the following suggestion. Do this point by point for each of the following suggestions:

1. I recommend condensing the Abstract. The abstract is a precise summary of the paper, and its purpose is to provide the reader with a preview of the contents. Aim for 1-2 sentences for each section of the Abstract.
2. I suggest strengthening the literature review to show how this paper builds on prior research. For this and any other topic, I recommend using the ISI full-text search engine at <http://ISJournals.org> to see if there are other papers published in this or other ISI journals related to the topic. All papers found here are available online for free, so this is a very useful tool.
3. Here are some other papers that relate to this paper's topic for you to consider as you strengthen the literature review: a. [the development letter included 11 current papers on the topic, but they are omitted from this sample letter]
4. I highly suggest hiring a copyeditor to polish the grammar and spelling in your next draft. While your paper has much merit, we can publish it only after you fix the grammar and spelling. Here are examples of errors from the first couple of pages. As these are just examples, your revised paper needs to be copyedited by someone capable of catching errors throughout your next draft. a. [the development letter included 12 examples of problems in the first few pages]
5. The copy editor can likely also help you to reduce the paper's length. Your paper will be stronger after vigorous editing to slash unnecessary verbiage. Good research papers for this journal are concise, just long enough to make their point.
6. I recommend solving the methodological problem of multiple, and possibly, confounding variables in the study. The research would be improved by controlling some of the loose variables, such as the class size, or the time that the class was offered, and adding the format of the courses where the evaluations were conducted. Or it might be possible to state why these variables were excluded from the study.
7. Your revision should make it clear: a. Whether the courses were online, hybrid or in person, or if just the evaluations moved from being in person to an online platform. b. Were the students given an incentive to complete the evaluations in either format? c. Were the students guaranteed anonymity and privacy? d. That this is a pilot study and that the results may not be generalizable to other institutions.
8. Please consider adding graphics (with captions) since they will improve the readability of your paper.
9. The Discussion section could be expanded to include more interpretation of the results and relate the findings back to the literature discussed in the Literature Review section.
10. The conclusion of this paper would be improved by adding a Conclusion section, even if it is just 5 or 6 sentences long.
11. Check that references conform to APA style. A style guide can be downloaded from https://www.informingscience.org/Uploads/APA_2017.pdf

Source: Informing Science Website (<https://www.informingscience.org/>).

Exhibit 8: Response from Indexing Service to Eli Cohen

From: xxxxxxxx Scopus Title Evaluation Team [<mailto:titlesuggestion@scopus.com>]

Sent: Monday, September 18, 2017 5:49 AM

To: EliCohen@InformingScience.org

Subject: The review of your title for xxxxxxxx Scopus is complete

Title: Interdisciplinary Journal of e-Skills and Lifelong Learning

ISSN / E-ISSN: / 2375-2092

Publisher: Informing Science Institute

Dear Eli Cohen, Managing Editor,

The title mentioned above has been evaluated for inclusion in xxxxxxxx Scopus by the Content Selection & Advisory Board (CSAB). The review of this title is now complete and the CSAB has advised to not accept the title for xxxxxxxx Scopus inclusion at the present time. For your information, the reviewer comments are copied below:

The Institute for Scientific Information (ISI) was founded by Eugene Garfield in 1960. The abbreviation ISI is thus widely known and respected.

The Interdisciplinary Journal of e-Skills and Lifelong Learning is one of a family of similarly titled journals which are published by another ISI, the "Informing Science Institute".

It seems to me to be beyond credibility that the somewhat artificial construct of the title of this publisher is coincidental and that it was not chosen to mimic and plagiarise the Garfield ISI.

The Informing Science Institute refers to itself as ISI in a number of forums. This is a matter which is likely to cause considerable confusion for the unwary, who will associate the ISI brand with the respected (formerly) Thomson Reuters product.

Despite being in existence since 2005, and despite a series of parallel conferences run by the publisher, the Interdisciplinary Journal of Knowledge in Learning Objects is only attracting around 18 articles per annum, with modest citation activity.

The editorial advisory board is implausibly large in relation to the number of articles published.

It is not clear why the publisher would not amalgamate some of the related titles into a larger publication.

Independently, this journal clearly requires considerable work to develop the manuscript flow and quality in a competitive academic field to a point which would justify inclusion in xxxxxxxx SCOPUS.

If in the future these comments are addressed, you may decide to submit a new application at any time after the following date: September 2022.

At that time, you will be required to upload a cover letter detailing how the above comments have been addressed.

Finally, we strongly advise you to read through our FAQs:

Helping to improve the xxxxxxxx Scopus submission & success process for editors and publishers:

https://www.elsevier.com/_data/assets/pdf_file/0006/95118/SC_FAQ_content_selection_process_22092014.pdf

Role of an editor: https://www.elsevier.com/_data/assets/pdf_file/0005/95117/SC_FAQ_Role_of_an_Editor_22092014.pdf

Yours sincerely,

Source: Email from Indexing Service received by Eli Cohen

Exhibit 9: Response to Indexing Service from Eli Cohen

xxxxxxx Scopus Title Evaluation Support:

Thank you for evaluating the journal “Interdisciplinary Journal of e-Skills and Lifelong Learning”. It is difficult for interdisciplinary journals to gain acceptance by one field specialist or the specialist of another field and we have succeeded in meeting xxxxxxxx Scopus’s goal: “As research becomes increasingly global, interdisciplinary and collaborative, you can make sure that critical research from around the world is not missed when you choose xxxxxxxx Scopus.”

While I was alarmed by the recommendation of the xxxxxxxx Scopus Advisory Board, I am pleased that xxxxxxxx Scopus makes the review process transparent. This allows all of us to examine the review board’s criteria and verify that xxxxxxxx Scopus’s quantitative and qualitative criteria measures were indeed used by the reviewer in the journal review. After reading this, I think you will agree that the advisory board’s recommendation warrants reexamination.

There is reason for concluding that the review process was flawed and based on irrelevant criteria instead of the criteria shown at https://www.elsevier.com/solutions/scopus/content/content_policy_and_selection. Let’s explore this matter together. I hope that as a result of our examination, you will approve listing this journal in xxxxxxxx Scopus directories.

As we review the report, note that the reviewer or reviewers expressed no problem with the quality of the published papers nor the paper submission and review process on which the journal prides itself. The journal meets or exceeds all criteria for acceptance by xxxxxxxx Scopus. Indeed, the criticism expressed in the review revolves around two extraneous issues, the acronym of the name of professional society which sponsors the journal, the Informing Science Institute, and to a lesser extent on the number of papers the journal selects for publication.

A reviewer wrote “*The Institute for Scientific Information (ISI) was founded by Eugene Garfield in 1960. The abbreviation ISI is thus widely known and respected. The Interdisciplinary Journal of e-Skills and Lifelong Learning is one of a family of similarly titled journals which are published by another ISI, the ‘Informing Science Institute’. It seems to me to be beyond credibility that the somewhat artificial construct of the title of this publisher is coincidental and that it was not chosen to mimic and plagiarise the Garfield ISI. The Informing Science Institute refers to itself as ISI in a number of forums. This is a matter which is likely to cause considerable confusion for the unwary, who will associate the ISI brand with the respected (formerly) Thomson Reuters product.*” (underlines are mine)

I am at a loss to understand this criticism for the following reasons:

- First, Eugene Eli Garfield’s ISI published scientometric periodicals, not academic papers, so this argument about confusion brings to question the judgement or bias of the reviewer.
- Second, a professional association that promotes Informing Science needs to have “IS” as part of its name’s acronym.
- Indeed, a great many academic organizations use ISI as their acronym, including the [International Statistical Institute](#), [Information Sciences Institute \(at USC\)](#), [Intelligence and Security Informatics \(Conference\)](#), [Information Security Institute \(John Hopkins University\)](#), [Information Society Initiative](#), [International Systems Institute](#), [Integrated Services Internet \(at IETF\)](#), and [Institut Supérieur d’Informatique \(Montréal\)](#), to name just a few.
- And most importantly, this criticism is irrelevant to the quality of the journal.

I am troubled even further about the reviewer characterizing the acronym of the association which sponsors the journal’s name as being an “artificial construct” selected to confuse the unwary. This criticism shows that the reviewer did not do the homework we all expect of reviewers. The professional association promotes research in the transdiscipline of Informing Science. Our association has published numerous books on the field of Informing Science, starting with the *Foundations of Informing Science: 1999-2008*. That book alone contains over 800 pages of research into Informing Science and since we publish it (and our other research books) online with open access, there can be no excuse for a reviewer to be unaware of the field.

The Informing Science Institute, the academic association that has published well over 30 books on the topic of Informing Science, also publishes 10 “boutique” journals that relate to various aspects of Informing Science. They are all open access and charge no fees for submission nor for publication. One of these open access interdisciplinary

journals is the *Interdisciplinary Journal of e-Skills and Lifelong Learning*. Not only does each journal follow the Informing Science Institute's philosophy of being open access, they distinguish themselves by providing constructive, mentoring for all authors, whether or not we reject a paper for publication. The Institute has published well over 3,500 academic papers since its start close to two decades ago.

The review continues *"Despite being in existence since 2005, and despite a series of parallel conferences run by the publisher, the Interdisciplinary Journal of Knowledge in Learning Objects is only attracting around 18 articles per annum, with modest citation activity. It is not clear why the publisher would not amalgamate some of the related titles into a larger publication. Independently, this journal clearly requires considerable work to develop the manuscript flow and quality in a competitive academic field to a point which would justify inclusion in xxxxxxxx SCOPUS."*

There are two things wrong with this criticism. First, the journal has been updated and renamed to the *Interdisciplinary Journal of e-Skills and Lifelong Learning* but was never named *Journal of Knowledge in Learning Objects*. It looks like this reviewer is confused.

Second, the high level of individual attention provided to authors is consistent with the journal's decision to accept for publication only a select number of papers each year. Mentoring of authors requires quite a bit of extra work and journals like ours that use only non-salaried academic volunteers as its editorial staff must be quite selective in their publication criteria. Our mission requires providing authors of each submission with a high degree of mentoring feedback and personalization whether or not we reject the submission. We choose not to publish a large portion of submission and revisions to our journals.

"The editorial advisory board is implausibly large in relation to the number of articles published." is given as another criticism of the journal.

Once again, this comment is both bewildering and troubling since the journal has no advisory board. Perhaps the reviewer was thinking of the size of our International Board of Reviewers, that is the number of colleagues who agree to provide occasional mentoring, helpful feedback to authors on how to improve their submissions, and guidance to the editor on whether or not revision will likely lead to publication. As an Informing Science Institute journal, the review process includes assigning many reviewers to each paper (to obtain ideas from reviewers across the world and from various disciplines) as befits an interdisciplinary journal. The thoughts and suggestions of the reviewers are integrated into a coherent development letter by the paper's editor who serves as the chair of submission's review committee. The editor creates and provides the development letter to mentor the author, whether or not the paper is rejected or advanced for additional revision. It appears that this reviewer expects xxxxxxxx Scopus to index only high-volume journals. But I could see no such criteria listed on xxxxxxxx Scopus's criteria page.

Let's review this issue together. I ask that based on the evidence, xxxxxxxx Scopus begins listing the 246 papers published in the journal since its start.

Yours truly,

Dr. Eli Cohen, Executive Director
Informing Science Institute
on behalf of the International Board of Governors

Source: Developed by Eli Cohen

Exhibit 10: Informing Science Institute (ISI) Financial Information

Informing Science Institute - Summary of Income and Expenses				
Year	Income	Expense	Net	Conference location
2010	\$ 139,699	\$ 85,144	\$ 54,555	Cassino, Italy
2011	82,040	58,767	23,272	Novi Sad, Serbia
2012	97,848	59,511	38,337	Montreal, Canada
2013	111,249	60,253	50,996	Porto, Portugal
2014	115,875	51,632	64,243	Wollongong, Australia
2015	137,011	56,891	80,121	Tampa, Florida
2016	92,169	65,107	27,062	Vilnius, Lithuania
2017	102,945	58,172	44,773	Ho Chi Mihn, Vietnam
	Income		Expense	
	Categories		Categories	
	Conferences	61%	Conferences	32%
	Books & Journals	12%	Travel*	16%
	Partner Journals	19%	Printing	7%
	Royalty Received	4%	Royalty Paid	7%
	ISI Membership	4%	Merchant fees	4%
			Programmer	4%
			Internet fees	4%
			Office Expenses	26%
* Travel costs primarily for conference				

**Numbers have been disguised.

Source: Disguised by case writers

Exhibit 11: Informing Science Institute (ISI) Conference Bulletin

IⁿSITE 2018

hosted by the

University of La Verne
Colleges of Business, Arts and
Sciences, Law, and Education

IⁿSITE is often quoted as the best conference delegates have ever attended. Its focus is to develop the trust relationships needed to enable collaborative research with colleagues from other nations and other disciplines. It is a unique experience in which the leadership in the organization truly welcomes new and old researchers alike. Unlike conferences that are designed for cliques of insiders, at IⁿSITE *you* are the insider.

Keynote Speaker

Jason Opdycke, Chief Technology Officer,
Microsoft Department of Defense

Types of Submissions

- Full Research Papers
- Practical Papers
- Research in Progress
- Discussion Papers
- Abstract Only
- Posters
- Panels
- Workshops

IⁿSITE 2018

CONFERENCE CHAIRS

Seta Boghikian-Whitby
Yehia Mortagy

IⁿSITE: InFORM

issues in effectively and efficiently
informing clients through IT

IⁿSITE: TeLE

Technology Enhanced Learning Environments
Teaching & Learning using IT

IⁿSITE: TeachIT

research topics related to teaching IT

IⁿSITE: Connect

Learn the local culture firsthand
Organized by
the Informing Science Institute



UNIVERSITY OF
LA VERNE

Reviewing Starts

December 15, 2017

IⁿSITE 2018

Call for Participation

Informing Science
& IT Education:

A Conference in Four Parts



UNIVERSITY OF
LA VERNE

held in

LA VERNE

(SOUTHERN CALIFORNIA)

USA

June 23 – June 28, 2016

<http://InSITE.nu>

Send questions to the organizers at:
Organizer@InSITE.nu

Reviewing Starts

December 15, 2017

Source: Informing Science Website (<https://www.informingscience.org/>).