

1. one, Informing Science Institute
2. To James E Curtis Jr
3. Your request to become a reviewer has been reviewed
4. 8/17/2018 11:48 AM
5. Informing Science Institute
6. Your Account »
7. Review Decision:
8. Your request to become a reviewer of "IJDS" was accepted by the Editor in Chief
  
9. Dear James E Curtis Jr,
  
10. Thank you for volunteering to join the International Board of Reviewers of International Journal of Doctoral Studies (IJDS). Congratulations! I have read your resume and am pleased to say that your expertise fits within our journal's scope. Welcome as the newest member of the International Board of Reviewers for IJDS. We will endeavor to assign papers to you that match your interest and skills.
  
11. Our journal, and its review process, differs from most other journals. We pride ourselves on a very supportive and encouraging review process that assists writers (especially new researchers) in developing their skills. As such, our reviews are more difficult and demanding for our reviewers as we expect a higher degree of feedback and mentoring than do other journals.
  
12. Please review and follow the instructions in our reviewer manual at [https://www.informingscience.org/Uploads/Reviewer\\_Manual.pdf](https://www.informingscience.org/Uploads/Reviewer_Manual.pdf)
  
13. In brief, your task as a reviewer for IJDS will be two-fold:
  
14. Provide the author(s) with constructive ideas on how to make the submission even better. Your remarks should be about a page in length and respond as fully as possible to all the questions in the evaluation form. Please provide the author(s) with the quantity and quality of feedback that you would like to receive for your own papers. In this regard, act as a mentor, particularly if you think it is not ready for publication. Address your suggestions for improvement to the author, not the editor.
15. Provide the editor of the paper with your recommendation regarding acceptance.
16. I look forward to working with you. If you have any queries, please don't hesitate to contact me.
  
17. Best wishes
  
18. Michael Jones
19. [editor@ijds.org](mailto:editor@ijds.org)
  
20. for Michael Jones, [editor@ijds.org](mailto:editor@ijds.org)
21. Editor-in-Chief, International Journal of Doctoral Studies
  
22. © Informing Science Institute, 2018
23. [elicohen@informingscience.org](mailto:elicohen@informingscience.org)
24. [Twitter](#)      [Facebook](#)      [Google+](#)      [LinkedIn](#)
25. This email was sent to James E Curtis Jr ([jamesjr@jecjef.net](mailto:jamesjr@jecjef.net)) on 17 Aug, 2018    [Manage Account](#)

26. two, Informing Science Institute
27. To James E Curtis Jr
28. A journal submission was assigned to you for review (IJDS, PID 5406)
29. 3/15/2019 1:28 PM
30. Do not reply to this email. To contact ISI click [here](#).
31. Informing Science Institute
32. Due Date: Mar 29
33. "A thoughtful review of a manuscript is a gift. It is a gift of expertise, of time,
34. and of careful consideration. It is a gift for authors, editors, and the field."
  
35. Roberts, L.W., Coverdale, J., Edenharder, K., Louie, A. (2004)
36. 'How to Review a Manuscript: A "Down-to-Earth" Approach' Academic Psychiatry, 28:81-8
  
37. Thank you for being a member of the International Journal of Doctoral Studies Board of Reviewers and agreeing to review papers in a timely and professionally mentoring manner. We are proud to list your name, affiliation, and country on our Board of Reviewers. Your efforts provide a valuable service to our authors, and to the Informing Science Institute community of scholars as a whole.
  
38. I have assigned this paper to you to review (PID 5406 "FACTORS AFFECTING ACADEMIC SELF-EFFICACY AND ACADEMIC SELF-HANDICAPPING BEHAVIORS IN DOCTORAL STUDENTS"). Please mark your schedule to spend a few hours with the paper.
  
39. What to do and how to do it. Be sure to download, read, and follow the guidance in the ISI Reviewers' Manual at [https://www.informingscience.org/Uploads/Reviewer\\_Manual.pdf](https://www.informingscience.org/Uploads/Reviewer_Manual.pdf) . It describes both the mentoring was ask of all ISI reviewers and how to use the ISI paper review system.
  
40. If some commitment prevents you from reviewing the article by the date shown below, please immediately visit the link below (or log in at <http://InformingScience.org>) and click "Withdraw" to withdraw from the review board for this paper. If you know that you will be unavailable to serve on the review board for a given period, please set your review profile to "Unavailable" once you have logged into your dashboard at <http://InformingScience.org>. This will assure that we do not assign papers to you during this period.
  
41. Your colleagues and I value, appreciate, and need your expertise and experience. We realize that you may not be able to provide feedback on each and every aspect of every paper assigned to you, but please provide input on those elements that you can comment on. The system attempts to match papers with reviewers so you should find these papers of interest to you.
  
42. At times we assign papers to reviewers in areas outside their expertise. In this case, please review the paper for readability by a non-expert. Does it make sense? Does it move from one topic to the next in a coherent manner? Do the figures stand on their own? All papers we publish should be accessible to readers who are not expert. IJDS is a journal that is intended for a transdisciplinary audience. If the manuscript contains jargon or concepts that are foreign to you, please note that fact in your review. If it confuses you or fails to inform you, the same likely will be true for most of our readers.
  
43. Second, remember that we take mentoring very seriously. When you identify a defect in a manuscript, please do more than just point out what is wrong. We particularly value reviews that offer constructive suggestions on how concerns might be addressed, and how the paper may be improved. These not only benefit the authors; they help the editor in framing the response letter to authors and, most importantly, they will lead to a better paper in the end. Your role is that of a coach, not a referee.
  
44. Should you have any questions about your review, please contact the Editor in charge of this paper, Kadie J Hayward Mullins. The Editor's email address is [haywardk@erau.edu](mailto:haywardk@erau.edu).
  
45. You can also pass a note to the Editor using the NOTES feature on the review site.
  
46. Should you have questions or problems with the online paper review system, please contact Managing Editor Eli Cohen at [EliCohen@InformingScience.org](mailto:EliCohen@InformingScience.org).
  
47. Once again, I greatly appreciate your serving as a member of the International Board of Reviewers.
  
48. Best wishes

49. Dr Erik Shefsky

50. Editor-in-Chief, International Journal of Doctoral Studies

51. erikshefsky@informingscience.org

52.

53. View Details

54. © Informing Science Institute, 2019

55. elicohen@informingscience.org

56. [Twitter](#)      [Facebook](#)      [Google+](#)      [LinkedIn](#)

57. This email was sent to James E Curtis Jr (jamesjr@jecjef.net) on 15 Mar, 2019

58. three, Informing Science Institute

59. To James E Curtis Jr

60. IJDS: PID 5406 Your review of submission 5406 is due in one week

61. 3/22/2019 8:04 AM

62. Do not reply to this email. To contact ISI click here.

63. Informing Science Institute

64. Hi!

65. Thanks for volunteering to review submission to International Journal of Doctoral Studies.

66. We know that your schedule is busy, so we think it important to remind you to schedule time this week to review IJDS submission 5406, International Journal of Doctoral Studies . Your review is due in one week. Please schedule your time this week to complete your review. This will enable us to fulfill our mission to provide mentoring feedback to authors promptly.

67. What to do and how to do it. Be sure to download, read, and follow the guidance in the ISI Reviewers' Manual. It describes both the mentoring was ask of all ISI reviewers and how to use the ISI paper review system.

68. To find your review assignment, sign into your dashboard at <http://My.InformingScience.org>

69. Once you sign in, view the NOTIFICATIONS. Your job as reviewer is to provide to the author (and the Editor) helpful suggestions on how to make the submission even better. Point out the strengths of the paper and provide mentoring feedback (as you would for a friend) on ways to improve the paper. Please be generous with your feedback for the author by providing paragraphs of suggestions.

70. When you know of periods when you are unable to review, log in and set your profile (under REVIEWER) to unavailable. That way, you will not be assigned papers during this period.

71. Thanks,

72. View Details

73. © Informing Science Institute, 2019

74. [elicohen@informingscience.org](mailto:elicohen@informingscience.org)

75. [Twitter](#)      [Facebook](#)      [Google+](#)      [LinkedIn](#)

76. This email was sent to James E Curtis Jr ([jamesjr@jecjef.net](mailto:jamesjr@jecjef.net)) on 22 Mar, 2019

77. four, Informing Science Institute

78. To James E Curtis Jr

79. Thank you for your evaluation (IJDS, PID 5406)

80. 3/22/2019 8:03 PM

81. Do not reply to this email. To contact ISI click here.

82. Informing Science Institute

83. Thank you for submitting an evaluation for the article "FACTORS AFFECTING ACADEMIC SELF-EFFICACY AND ACADEMIC SELF-HANDICAPPING BEHAVIORS IN DOCTORAL STUDENTS" (PID 5406) in Journal IJDS. Your contribution is greatly appreciated.

84. © Informing Science Institute, 2019

85. [elicohen@informingscience.org](mailto:elicohen@informingscience.org)

86. [Twitter](#)      [Facebook](#)      [Google+](#)      [LinkedIn](#)

87. This email was sent to James E Curtis Jr ([jamesjr@jecjef.net](mailto:jamesjr@jecjef.net)) on 22 Mar, 2019

88. five, Informing Science Institute
89. To James E Curtis Jr
90. A journal submission was assigned to you for review (IJDS, PID 5534)
91. 3/27/2019 11:33 AM
92. Do not reply to this email. To contact ISI click here.
93. Informing Science Institute
94. Due Date: Apr 10
95. "A thoughtful review of a manuscript is a gift. It is a gift of expertise, of time,
96. and of careful consideration. It is a gift for authors, editors, and the field."
97. Roberts, L.W., Coverdale, J., Edenharder, K., Louie, A. (2004)
98. 'How to Review a Manuscript: A "Down-to-Earth" Approach' Academic Psychiatry, 28:81-8
99. Thank you for being a member of the International Journal of Doctoral Studies Board of Reviewers and agreeing to review papers in a timely and professionally mentoring manner. We are proud to list your name, affiliation, and country on our Board of Reviewers. Your efforts provide a valuable service to our authors, and to the Informing Science Institute community of scholars as a whole.
100. I have assigned this paper to you to review (PID 5534 "PATTERNS AND TRENDS IN PHD PRODUCTION IN THE UNIVERSITY OF NIGERIA, NSUKKA: A CASE STUDY"). Please mark your schedule to spend a few hours with the paper.
101. What to do and how to do it. Be sure to download, read, and follow the guidance in the ISI Reviewers' Manual at [https://www.informingscience.org/Uploads/Reviewer\\_Manual.pdf](https://www.informingscience.org/Uploads/Reviewer_Manual.pdf). It describes both the mentoring was ask of all ISI reviewers and how to use the ISI paper review system.
102. If some commitment prevents you from reviewing the article by the date shown below, please immediately visit the link below (or log in at <http://InformingScience.org>) and click "Withdraw" to withdraw from the review board for this paper. If you know that you will be unavailable to serve on the review board for a given period, please set your review profile to "Unavailable" once you have logged into your dashboard at <http://InformingScience.org>. This will assure that we do not assign papers to you during this period.
103. Your colleagues and I value, appreciate, and need your expertise and experience. We realize that you may not be able to provide feedback on each and every aspect of every paper assigned to you, but please provide input on those elements that you can comment on. The system attempts to match papers with reviewers so you should find these papers of interest to you.
104. At times we assign papers to reviewers in areas outside their expertise. In this case, please review the paper for readability by a non-expert. Does it make sense? Does it move from one topic to the next in a coherent manner? Do the figures stand on their own? All papers we publish should be accessible to readers who are not expert. IJDS is a journal that is intended for a transdisciplinary audience. If the manuscript contains jargon or concepts that are foreign to you, please note that fact in your review. If it confuses you or fails to inform you, the same likely will be true for most of our readers.
105. Second, remember that we take mentoring very seriously. When you identify a defect in a manuscript, please do more than just point out what is wrong. We particularly value reviews that offer constructive suggestions on how concerns might be addressed, and how the paper may be improved. These not only benefit the authors; they help the editor in framing the response letter to authors and, most importantly, they will lead to a better paper in the end. Your role is that of a coach, not a referee.
106. Should you have any questions about your review, please contact the Editor in charge of this paper, Matthew Kemp. The Editor's email address is [matthew.kemp@uwa.edu.au](mailto:matthew.kemp@uwa.edu.au).
107. You can also pass a note to the Editor using the NOTES feature on the review site.
108. Should you have questions or problems with the online paper review system, please contact Managing Editor Eli Cohen at [EliCohen@InformingScience.org](mailto:EliCohen@InformingScience.org).
109. Once again, I greatly appreciate your serving as a member of the International Board of Reviewers.
110. Best wishes

111. Dr Erik Shefsky

112. Editor-in-Chief, International Journal of Doctoral Studies

113. erikshefsky@informingscience.org

114.

115. View Details

116. © Informing Science Institute, 2019

117. elicohen@informingscience.org

118. [Twitter](#)      [Facebook](#)      [Google+](#)      [LinkedIn](#)

119. This email was sent to James E Curtis Jr (jamesjr@jecjef.net) on 27 Mar, 2019

120.six, Informing Science Institute

121.To James E Curtis Jr

122.Thank you for your evaluation (IJDS, PID 5534)

123.3/28/2019 5:38 AM

124.Do not reply to this email. To contact ISI click here.

125. Informing Science Institute

126.Thank you for submitting an evaluation for the article "PATTERNS AND TRENDS IN PHD PRODUCTION IN THE UNIVERSITY OF NIGERIA, NSUKKA: A CASE STUDY" (PID 5534) in Journal IJDS. Your contribution is greatly appreciated.

127.© Informing Science Institute, 2019

128.elicohen@informingscience.org

129. [Twitter](#)      [Facebook](#)      [Google+](#)      [LinkedIn](#)

130.This email was sent to James E Curtis Jr (jamesjr@jecjef.net) on 28 Mar, 2019



131.seven, James Curtis Jr

132.To jamesjr@jecjef.net, steckel.1@osu.edu and 8 others

133.2019-03-28, 2019-03-22, 2018-08-17, \$0, IJDS Reviewer, James Curtis Jr.

134.3/28/2019 7:17 AM

135.7 attachments

136. 1.51,

137.2019-03-28, 2019-03-22, 2018-08-17, \$0, IJDS Reviewer, James Curtis Jr.

138.2.51,

139.James 21419.

140.3.1

141.eight, Informing Science Institute

142.To James E Curtis Jr

143.Your article evaluation has been reviewed (IJDS, PID 5406)

144.4/11/2019 8:28 AM

145.Do not reply to this email. To contact ISI click here.

146. Informing Science Institute

147.Article: FACTORS AFFECTING ACADEMIC SELF-EFFICACY AND ACADEMIC SELF-HANDICAPPING BEHAVIORS IN DOCTORAL STUDENTS

148.The reviewer provides no detailed feedback indicating only that the sections were 'sufficient' with very few appropriate recommendations.

149.View Your Article Evaluation

150.© Informing Science Institute, 2019

151.elicohen@informingscience.org

152. [Twitter](#)      [Facebook](#)      [Google+](#)      [LinkedIn](#)

153.This email was sent to James E Curtis Jr (jamesjr@jecjef.net) on 11 Apr, 2019

154.nine, Informing Science Institute

155.To James E Curtis Jr

156.Editor's development letter for article you reviewed (IJDS, PID 5406)

157.4/11/2019 3:08 PM

158.Do not reply to this email. To contact ISI click here.

159. Informing Science Institute

160.Thank you for reviewing for this paper 5406 for the Journal IJDS. Here is the development letter that the editor sent the author:

161.Dear Anique Falconer

162.Thank you for your submission PID 5406, "FACTORS AFFECTING ACADEMIC SELF-EFFICACY AND ACADEMIC SELF-HANDICAPPING BEHAVIORS IN DOCTORAL STUDENTS" to International Journal of Doctoral Studies. Your submission has already been reviewed by the journal's Editor-in-Chief Michael Jones. I am pleased to serve as the Editor for your paper and, as such, I chair the ad hoc external review committee of external reviewers. These reviewers were selected from the journal's international board of reviewers specifically to read your submission and offer you, through this development letter, their thoughts and suggestions.

163.IJDS is a member of the Informing Science Institute's family of journals and so my role as your submission's editor is to prepare a development letter for your paper that describes the review committee's thoughts on how to improve your submission. We do this for all submissions, whether or not we intend to advance the submission through the publishing process.

164.I am pleased to inform you that based on this external review we have accepted your paper for publication, subject to the revisions that I outline below. I have set the target date (shown below) for you to submit your revision. (If you need an extension, just email me at [haywardk@erau.edu](mailto:haywardk@erau.edu).)

165.Whether or not you choose to accept this offer, please visit the review site and let the system know if you intend to revise your submission, as shown below. Either click on the link in this email or log in directly at <http://My.InformingScience.org>. Click on the paper's title and notice the following on the REVISIONS tab.

166. Screen showing Revision Tab

167.You will need to upload two files in the next step. One file is your revised paper. To save valuable time in getting your paper published, please fully format this revision according to the specifications found in the Article Submission tab under Article Formatting Instructions. You can find a template at <http://www.informingscience.org/Uploads/JournalFormat.docx>. Please ensure that you add a biographical sketch of each author along with a head and shoulders photo at the end of the paper. We cannot accept your paper until you provide a camera-ready copy. If you have more money than time, our publisher will hire a formatter on your behalf (for USD100), but you still need to include the photos and bios of all authors. Just let me know that you will do this so I can inform the publisher.

168.The second document is your Revisions Document in which you indicate, point by point, how you revised the submission in light of my comments below. You need not accept every suggestion, but do inform me via the Revisions Document what changes you chose to make and which ones you chose to forego (and indicate why you are foregoing them).

169.Through our partnership with Grammarly, we are pleased to offer you a special rate to obtain Grammarly Professional for your own use at a 74% discount (for just \$45/Year Plan). Please do NOT share this link as it is for Informing Science Institute colleagues only. You can sign up at <https://gram.ly/Dpvr>.

170.With the above in mind, please consider the suggestions below that synthesize the reviewers' comments and suggestions. You can download the paper as the reviewers saw it by logging in and clicking the Download Article link. Should you have questions about these suggestions, please contact me directly at [haywardk@erau.edu](mailto:haywardk@erau.edu). If you have questions about how to use the ISI Paper Review System, contact our Managing Editor Eli Cohen at [EliCohen@InformingScience.org](mailto:EliCohen@InformingScience.org)

171.

172.

173.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.

174.

175. With that in mind, please consider the following suggestions. While I do not require that your revised paper accept all of these suggestions in the next revision, I do require that you upload a revisions document in addition to your revised paper. In this document, show how your revised paper addresses and responds to each of the following suggestions. Do this point by point for each of the following.

176.

177. Abstract

178. In addition to reviewing for proper grammar, the abstract can be further improved in the following ways.

179. Provide more accurate context as to the true depth of literature on the factors impacting doctoral student retention and experience. It is certainly far from scarce, as referenced.

180. Correct references to qualitative versus quantitative research in the future research section.

181. Edit for readability, clarity, and redundancy. For example, in the aims, the factors are repeated. The statement may be clearer if as follows "The purpose of this study was to determine to which degree age, race, and Socioeconomic Status (SES) influence academic self-efficacy and academic self-handicapping behaviors in doctoral." Note the change from whether to 'to which degree' which reflects a scale of impact versus a yes or no answer regarding impact.

182.

183. Introduction

184. A plethora of research has demonstrated the impacts of external factors on doctoral student success and a wide array of research suggests self-efficacy and self-handicapping behaviors impact on K12 and undergraduate student success. The novelty of this study is taking these two concepts and considering them purely in a doctoral student context. As such, it is recommended that:

185.4. Careful consideration is made to provide well-cited context to the reader.

186.5. Provide citations when making assertions. For example, the statement made in lines 33-34 is not cited. Additionally, the assertion made in line 14 does not seem to be an accurate assumption. However, if it is found in the extant literature, it needs to be cited.

187.6. In lines 15-17, the statement 'to ensure doctoral student success' is lofty. There is no true way to guarantee student success. It is recommended ensure be replaced with a more accurate term, such as support.

188.

189. Literature Review

190. Again, proper citation is vital.

191.7. Please be sure assertions are being properly cited, such as that in lines 40-41.

192.8. You will also want to correct your headings for clarity and consistency. Correct the heading in line 99 to include "affecting" after factors.

193.9. Correct the heading in line 53 to add "in Doctoral Students" after self-efficacy to match line 99.

194.10. Provide a review of literature related to factors associated with doctoral student attrition, retention, and/or persistence.

195.11. Be sure to describe and define self-efficacy and self-handicapping behaviors.

196.

197.Method/Methodology

198.The methodology does not provide adequate details for replication nor for clarity by the reader on instrumentation. Prior to publication, the following modifications need to be made:

199.12. Provide additional details as to the instrumentation, including the instrument itself, as well as how the instrument was tested for validity and reliability.

200.13. Include addition introduction overview prior to your sample. Tell us how and why these methods were chosen, for example.

201.14. Describe the data analysis process as it relates to the measures.

202.15. Describe the sampling method.

203.16. Clarify how the data was gathered on gender, race, age, and SES.

204.

205.Findings

206.Without clear understanding of the methodology and how the variables were measured, the reader is unable to properly interpret the findings. It appears none of the independent variables influence either of the dependent variables, but we don't know what the values of those variables were. While the findings may not have been statistically significant, it would be helpful to understand what was found, generally. For example, did students generally have high or low academic self-efficacy?

207.17. Ensure clarity within the methodology to support reader interpretation of the findings.

208.18. Provide insight into what was found regardless of statistical significance.

209.

210.Discussion

211.19. Be sure to separate your discussion and conclusion sections. These should not be combined.

212.20. Put the findings into context, relating to what we already know about doctoral student success and/or self-efficacy and self-handicapping behaviors in other student populations.

213.

214.Conclusion

215.It is unclear what portion of this section is meant to be conclusion.

216.21. A concise conclusion should be added separately.

217.22. The portions of 'previous research' could more appropriately be included in the literature review unless they are being directly contextualized with this study's findings.

218.23. Limitations should be listed in the methodology versus this section.

219.24. In line 233, it is again mentioned that literature is 'scarce' which is not the case.

220.

221. Additional Recommendations

222.

223. The contributions of this paper are interesting and, with proper modifications, could be insightful for future researchers looking to replicate the study. To improve the paper, the reviewers strongly recommend the following.

224.

225.25. Use an editor for the entire paper to ensure proper grammar, spelling, and clarity.

226.26. Include a section prior to conclusions on recommendations for further research.

227.

228. References

229.27. Check that references conform to APA style. A style guide can be downloaded from [https://www.informingscience.org/Uploads/APA\\_2017.pdf](https://www.informingscience.org/Uploads/APA_2017.pdf)

230.

231.

232. Best wishes

233. Kadie J Hayward Mullins

234. Editor, IJDS

235. [haywardk@erau.edu](mailto:haywardk@erau.edu)

236. For Michael Jones

237. Editor-in-Chief, International Journal of Doctoral Studies

238. [editor@ijds.org](mailto:editor@ijds.org)

239. © Informing Science Institute, 2019

240. [elicohen@informingscience.org](mailto:elicohen@informingscience.org)

241. [Twitter](#)      [Facebook](#)      [Google+](#)      [LinkedIn](#)

242. This email was sent to James E Curtis Jr ([jamesjr@jecjef.net](mailto:jamesjr@jecjef.net)) on 11 Apr, 2019

243.ten, Informing Science Institute

244.To James E Curtis Jr

245.Your article evaluation has been reviewed (IJDS, PID 5534)

246.4/28/2019 7:38 AM

247.Do not reply to this email. To contact ISI click here.

248. Informing Science Institute

249.Article: PATTERNS AND TRENDS IN PHD PRODUCTION IN THE UNIVERSITY OF NIGERIA, NSUKKA: A CASE STUDY

250.Dear

251.View Your Article Evaluation

252.© Informing Science Institute, 2019

253.elicohen@informingscience.org

254. [Twitter](#)      [Facebook](#)      [Google+](#)      [LinkedIn](#)

255.This email was sent to James E Curtis Jr (jamesjr@jecjef.net) on 28 Apr, 2019

256.eleven, Informing Science Institute

257.To James E Curtis Jr

258.Editor's development letter for article you reviewed (IJDS, PID 5534)

259.4/30/2019 2:08 PM

260.Do not reply to this email. To contact ISI click here.

261. Informing Science Institute

262.Thank you for reviewing for this paper 5534 for the Journal IJDS. Here is the development letter that the editor sent the author:

263.Dear Authors,

264.

265.Thank you for submitting your manuscript to the IJDS for review. The manuscript file submitted to the journal numbers 12 pages in total (11 with text, the final page being blank). Can you please confirm that the document you have submitted is the entirety of the intended submission?

266.

267.Many thanks,

268.

269.Matthew W. Kemp

270.Associate Editor

271.IJDS

272.© Informing Science Institute, 2019

273.elicohen@informingscience.org

274. [Twitter](#)      [Facebook](#)      [Google+](#)      [LinkedIn](#)

275.This email was sent to James E Curtis Jr (jamesjr@jecjef.net) on 30 Apr, 2019



276.twelve, Informing Science Institute

277.To James E Curtis Jr

278.A journal submission was assigned to you for review (IJDS, PID 5674)

279.5/14/2019 2:08 PM

280.Do not reply to this email. To contact ISI click here.

281. Informing Science Institute

282.Due Date: May 28

283."A thoughtful review of a manuscript is a gift. It is a gift of expertise, of time,

284.and of careful consideration. It is a gift for authors, editors, and the field."

285.Roberts, L.W., Coverdale, J., Edenharder, K., Louie, A. (2004)

286.'How to Review a Manuscript: A "Down-to-Earth" Approach' Academic Psychiatry, 28:81-8

287.Thank you for being a member of the International Journal of Doctoral Studies Board of Reviewers and agreeing to review papers in a timely and professionally mentoring manner. We are proud to list your name, affiliation, and country on our Board of Reviewers. Your efforts provide a valuable service to our authors, and to the Informing Science Institute community of scholars as a whole.

288.I have assigned this paper to you to review (PID 5674 "RE-SUBMISSION: PATTERNS AND TRENDS IN PHD PRODUCTION IN THE UNIVERSITY OF NIGERIA, NSUKKA: A CASE STUDY"). Please mark your schedule to spend a few hours with the paper.

289.What to do and how to do it. Be sure to download, read, and follow the guidance in the ISI Reviewers' Manual at [https://www.informingscience.org/Uploads/Reviewer\\_Manual.pdf](https://www.informingscience.org/Uploads/Reviewer_Manual.pdf) . It describes both the mentoring was ask of all ISI reviewers and how to use the ISI paper review system.

290.If some commitment prevents you from reviewing the article by the date shown below, please immediately visit the link below (or log in at <http://InformingScience.org>) and click "Withdraw" to withdraw from the review board for this paper. If you know that you will be unavailable to serve on the review board for a given period, please set your review profile to "Unavailable" once you have logged into your dashboard at <http://InformingScience.org>. This will assure that we do not assign papers to you during this period.

291.Your colleagues and I value, appreciate, and need your expertise and experience. We realize that you may not be able to provide feedback on each and every aspect of every paper assigned to you, but please provide input on those elements that you can comment on. The system attempts to match papers with reviewers so you should find these papers of interest to you.

292.At times we assign papers to reviewers in areas outside their expertise. In this case, please review the paper for readability by a non-expert. Does it make sense? Does it move from one topic to the next in a coherent manner? Do the figures stand on their own? All papers we publish should be accessible to readers who are not expert. IJDS is a journal that is intended for a transdisciplinary audience. If the manuscript contains jargon or concepts that are foreign to you, please note that fact in your review. If it confuses you or fails to inform you, the same likely will be true for most of our readers.

293.Second, remember that we take mentoring very seriously. When you identify a defect in a manuscript, please do more than just point out what is wrong. We particularly value reviews that offer constructive suggestions on how concerns might be addressed, and how the paper may be improved. These not only benefit the authors; they help the editor in framing the response letter to authors and, most importantly, they will lead to a better paper in the end. Your role is that of a coach, not a referee.

294.Should you have any questions about your review, please contact the Editor in charge of this paper, Simona Scarparo. The Editor's email address is [s.scarparo@deakin.edu.au](mailto:s.scarparo@deakin.edu.au).

295.You can also pass a note to the Editor using the NOTES feature on the review site.

296.Should you have questions or problems with the online paper review system, please contact Managing Editor Eli Cohen at [EliCohen@InformingScience.org](mailto:EliCohen@InformingScience.org).

297.Once again, I greatly appreciate your serving as a member of the International Board of Reviewers.

298.Best wishes

299. Dr Erik Shefsky

300. Editor-in-Chief, International Journal of Doctoral Studies

301. [erikshefsky@informingscience.org](mailto:erikshefsky@informingscience.org)

302.

303. [View Details](#)

304. © Informing Science Institute, 2019

305. [elicohen@informingscience.org](mailto:elicohen@informingscience.org)

306. [Twitter](#)      [Facebook](#)      [Google+](#)      [LinkedIn](#)

307. This email was sent to James E Curtis Jr ([jamesjr@jecjef.net](mailto:jamesjr@jecjef.net)) on 14 May, 2019

308.thirteen, Informing Science Institute

309.To James E Curtis Jr

310.Thank you for your evaluation (IJDS, PID 5674)

311.5/14/2019 5:08 PM

312.Do not reply to this email. To contact ISI click here.

313. Informing Science Institute

314.Thank you for submitting an evaluation for the article "RE-SUBMISSION: PATTERNS AND TRENDS IN PHD PRODUCTION IN THE UNIVERSITY OF NIGERIA, NSUKKA: A CASE STUDY" (PID 5674) in Journal IJDS. Your contribution is greatly appreciated.

315.© Informing Science Institute, 2019

316.elicohen@informingscience.org

317. [Twitter](#)      [Facebook](#)      [Google+](#)      [LinkedIn](#)

318.This email was sent to James E Curtis Jr (jamesjr@jecjef.net) on 14 May, 2019

319.fourteen, Informing Science Institute

320.To James E Curtis Jr

321.Your article evaluation has been reviewed (IJDS, PID 5674)

322.6/10/2019 3:43 AM

323.Do not reply to this email. To contact ISI click here.

324. Informing Science Institute

325.Article: RE-SUBMISSION: PATTERNS AND TRENDS IN PHD PRODUCTION IN THE UNIVERSITY OF NIGERIA, NSUKKA: A CASE STUDY

326.Dear James,

327.Thank you for your service as a reviewer. In particular, I appreciate, acknowledge, and thank you for your review.

328.We appreciate your willingness to serve on the International Board of Reviewers. The ISI review process aims to improve the quality of submitted manuscripts and your role as reviewer for this journal is to be a helpful colleague to authors, sharing with them your thoughts on how to strengthen their submission.

329.As a reviewer, we ask you to mentor and provide constructive feedback to the author of the submission you just reviewed. As editor of the paper, my job is to mentor and provide constructive feedback, both to the author on how to improve the submission and to you on how you might improve your reviews for this journal in the future.

330.

331.Your future reviews will be even more valuable by considering the following:

332.Aim to phrase your comments in a way to help and build up the author through supportive and constructive language. Phrase your review to criticize the paper, not the author, perhaps using phrases like "Your submission will be even stronger by ...".

333.We understand that your time is valuable; we ask that you be even more generous with your time and considerable skills to help your colleague improve the paper. We ask for well-formed paragraphs of suggestions, so please use complete sentences to share your ideas with the author.

334.Your future reviews will be more useful to the author and me by including concrete ideas on how the author can make the submission even stronger.

335.The role of the reviewer for this journal is that of the coach, not the referee. Share your thoughts on how to improve the submission if the submission has problems.

336.All Informing Science Institute journals aim to provide authors, reviewers, and editors with mentoring on how to become even better. I will use your thoughts, the thoughts of other reviewers, and my own to compose a development letter for the author. Once this reviewing round is complete, the system will email you a copy of my decision and development letter so you can see how I've used your contributions to developing this paper.

337.Many thanks,

338.Simona

339.View Your Article Evaluation

340.© Informing Science Institute, 2019

341.elicohen@informingscience.org

342. Twitter          Facebook          Google+          LinkedIn

343.This email was sent to James E Curtis Jr (jamesjr@jecjef.net) on 10 Jun, 2019

344.fifteen, Informing Science Institute

345.To James E Curtis Jr

346.Editor's development letter for article you reviewed (IJDS, PID 5674)

347.6/21/2019 10:43 AM

348.Do not reply to this email. To contact ISI click here.

349. Informing Science Institute

350.Thank you for reviewing for this paper 5674 for the Journal IJDS. Here is the development letter that the editor sent the author:

351.Victor U Onyebueke

352.University of Nigeria, Nsukka, Enugu, Nigeria

353.victor.onyebueke@unn.edu.ng

354.Dear Victor,

355.Thank you for your submission PID 5674, "Patterns and Trends in PHD production in the University of Nigeria, Nsukka: a case study" to The International Journal of Doctoral Studies. Your submission has already been reviewed by the journal's Editor-in-Chief Michael Jones. I was appointed Editor for your paper, and, in this position, I chair the ad hoc external review committee composed of additional external reviewers. These reviewers were selected from the journal's international board of reviewers specifically to read your submission and offer you, through this development letter, their thoughts and suggestions.

356.IJDS is a member of the Informing Science Institute's family of journals and so my role as your submission's editor is to write a development letter that describes the review committee's thoughts on how to improve your submission. We do this for all submissions, whether or not we intend to advance the submission through the publishing process.

357.The initial external review has now concluded, and the ad hoc review board has come to its decision regarding moving your paper forward toward publication. At this point, we will not be publishing your submission. You may find it useful to present your work at a conference so as to obtain additional feedback.

358.Now that your paper is no longer under consideration for publication by us, you are permitted under professional ethics to submit it to a different publication outlet.

359.With the above in mind, please consider the suggestions below that I've composed based on the various comments made by members of your paper's review board. You can download the paper as the reviewers saw it by logging in and clicking the Download Article link. Should you have questions about these suggestions, please contact me directly at s.scarparo@deakin.ed.au. If you have questions about how to use the ISI Paper Review System, contact our Managing Editor Eli Cohen at EliCohen@InformingScience.org

360.Overview:

361.The objective of the paper is to provide an assessment of the patterns and trends in doctoral or PhD production in the University of Nigeria, Nsukka (UNN) from 2008 to 2018, with the view to evaluating, for purposes of comparative feedback, the University's institutional performance capacity and diversity of doctoral outputs. The aim of the paper would certainly fit with the remit and readership of IJDS, and if well focused, could be a source of information for various stakeholders on how to improve their services.

362.The paper provides solid information about UNN PhD graduates. It aspires to provide a clear sense of purpose to improve the existing ways of managing the university resources as more and more people get involved in pursuing PhD education, in an honest and practice-oriented manner. However, as it stands, the paper is not ready yet for publication.

363.The main issues are related to the contribution of the paper and its focus.

364.For instance, on page 4, line 62-66, the author specifies three research questions: "(i) ascertain the patterns of doctoral graduation in UNN between 2008 and 2018 with reference to academic units (departmental, faculty, and institute) and gender (dis)parity; (ii) determine trends or characteristic shifts in PhD outputs in the time period under review; and (iii) make intra- and inter-institutional comparisons of observed patterns and trends". In the abstract, however, in the section that summarises the findings, the author states that: "It was observed that IR operations in UNN, not unlike the current inquiry, are hampered by poor data organization and retrieval, thereby incapacitating responsible offices from functioning as genuine IR units". The evidence presented in the paper, however, does not allow to assess this statement, which is based solely on

the author saying so. If this issue is important, and clearly it is, then there should be a robust set of data/evidence that provides support to the statement.

365. More importantly, it is not clear how the analysis of the trends and patterns in the PhD production of the University of Nigeria is contributing to existing knowledge. The paper provides the readers with a detailed set of tables, thus answering the three questions. However, there is no critical reflection and analysis as to what the significance of the data is, and what are the implications of the findings. Furthermore, the contribution has to be positioned in relation to existing knowledge, explaining what the paper adds to the relevant field. The author states that the paper contributes the context-based perspective of PhD production. But it is unclear what this means. A possible avenue could be to analyse the PhD production in relation to the challenges/necessity of aligning doctoral programs to demand and supply of new knowledge and skills. Thus, when discussing the figures related to UNN, the critical analysis of the data could be related back to the extant literature around the issues of alignment between PhD production and demand and supply of knowledge, coupled with issues related to local circumstances.

366. Comments on paper's section:

367. Abstract:

368. The abstract taps too much into the rationales of studying UNN. There are so many issues thrown in for an article. It engages the reader however, it seemed to confuse the reader with its purpose, background and methodology with the trends that are present. The article does not specify how to close the gap, just that the gap exist. It requires a bit of rethinking and going beyond the presentation of data.

369.

370. Introduction:

371. There is no specific section that is label as such. The paper starts with a section called 'Higher Education-Luxury or basic education', which appears to set the scene of the study. The section is well written, but its focus could be sharpened. For example, line 16 talks about massification and 'basic education is not a luxury'. The shifts talked about in line 33, can be interesting as it can provide a good rational for the study.

372. Literature review:

373. There is no specific section that is label as such. There are three sections that can be interpreted as literature review: doctoral massification and evolving knowledge economy; matters arising; massification and challenges of PhD production; from quality-assured and job-focused Phds to knowledge production. The author should consider thinking how the issues discussed in these sections contribute to a) identifying the research questions investigated in the paper; b) help in formulating a critical analysis of the data: in the discussion of the findings the author could critically discuss the data presented in light of the issues discussed in these three sections. This will help in addressing the contribution of the paper and provide a critical analysis of the data.

374. It would also be useful to explain the term "massification".

375. Lines 129 and 130 are confusing. Line 134 begins a discussion on supervisory (an introduction to a different topic).

376.

377. Methodology:

378. Explanation about the methodology used is briefly addressed in the section titled: Research context and measurement. The research is based on a case study; however, the author could explain more clearly why UNN is selected. Stating that no other study has been done on it is not robust enough an explanation (this is linked to the contribution of knowledge made by the paper). The author could explain in more detailed how the data were analysed.

379. Findings:

380. The author provides a detailed set of tables and graphs. The analysis of the data has to include a critical analysis and discussion. What are the implications of the findings? What knowledge do they add? In other words, why is it important to have this knowledge about UNN PhD production? How does it fit with existing knowledge? This is crucial, otherwise the paper reads more like a report rather than a scholarly article.

381. The numbering of the tables from pages 13 onwards is incorrect as the table on page 13 should be table 4 and not 3.

382. Discussion:

383. This paper is mostly descriptive; the findings need to be discussed connecting them with the issues presented in the first four sections of the paper. What is exactly this data beyond percentage, is there something more meaningful that will contribute to the analysis of PHD production/education?

384. The discussion for example, could argue what are the implications if PhDs are not done and what are the challenges to increasing production overall and within specific increments.

385. Some final concluding remarks:

386. Language:

387. Postgraduate or Higher education or doctoral education may have different meanings in other countries.

388. The article should stick to one term like doctoral education so as to avoid confusion.

389. Massification: in some countries massification is negative (derogatory), some it's positive. Try to utilize a different term that is very nuanced. For example, increasing PhD intakes, although when one thinks of it 'massification' may not be a bad thing but then again, the Universities just can't cope with it.

390.

391. Usage of hyperboles: Hyperboles may reflect that the authors are very engaged and immersed with the topic. However, the only way to translate this to the reader is to provide an exact or honest description of the situation.

392. For example: "this paper attempts to strip off the ceremonial 'vener' of postgraduate graduation to assess the patterns and trends in doctoral or PhD production in the University of Nigeria," With this sentence, the author reveals some undertone.

393.

394. We hope you will find the comments and suggestions useful.

395. Best wishes,

396. Simona Scarparo

397. Editor, IJDS

398. s.scarparo@deakin.edu.au

399. For Michael Jones

400. Editor-in-Chief, International Journal of Doctoral Studies

401. editor@ijds.org

402. I show below the Informing Science Institute's criteria for evaluating submissions.

403. The ISI CHECKLIST OF REVIEW CRITERIA\*

404. Problem Statement, Conceptual Framework, and Research Question

405. • The introduction builds a logical case and context for the problem statement.

406. • The problem statement is clear and well-articulated.

407. • The conceptual framework is explicit and justified.

408. • The research question (research hypothesis where applicable) is clear, concise, and complete.

409. • The variables being investigated are clearly identified and presented.

410. Reference to the Literature and Documentation

- 411. • The literature review is up-to-date.
- 412. • The number of references is appropriate and their selection is judicious.
- 413. • The review of the literature is well integrated.
- 414. • The references are mainly primary sources.
- 415. • The ideas are acknowledged appropriately (scholarly attribution) and accurately.
- 416. • The literature is analyzed and critically appraised.

417. Relevance

- 418. • The study is relevant to the mission of the journal or its audience.
- 419. • The study addresses important problems or issues; the study is worth doing.
- 420. • The study adds to the literature already available on the subject.
- 421. • The study has generalizability because of the selection of subjects, setting, and educational intervention or materials.

422. Research Design

- 423. • The research design is defined and clearly described, and is sufficiently detailed to permit the study to be replicated.
- 424. • The design is appropriate (optimal) for the research question.
- 425. • The design has internal validity, potential confounding variables or biases are addressed.
- 426. • The design has external validity, including subjects, settings, and conditions.
- 427. • The design allows for unexpected outcomes or events to occur.
- 428. • The design and conduct of the study are plausible.

429. Instrumentation, Data Collection, and Quality Control

- 430. • The development and content of the instrument are sufficiently described or referenced, and are sufficiently detailed to permit the study to be replicated.
- 431. • The measurement of instrument is appropriate given the study's variables; the scoring method is clearly defined.
- 432. • The psychometric properties and procedures are clearly presented and appropriate.
- 433. • The data set is sufficiently described or referenced.
- 434. • Observers or raters were sufficiently trained.
- 435. • Data quality control is described and adequate.

436. Population and Sample

- 437. • The population is defined clearly, both for subjects (participants) and stimulus (intervention), and is sufficiently detailed to
- 438. permit the study to be replicated.
- 439. • The sampling procedures are sufficiently described.
- 440. • Subject samples are appropriate to the research question.
- 441. • Stimulus samples are appropriate to the research questions.
- 442. • Selection bias is addressed.

443. Data Analysis and Statistics

- 444. • Data analysis procedures are sufficiently described, and are sufficiently detailed to permit the study to be replicated.
- 445. • Data analysis procedures conform to the research design; hypotheses, models, or theory drives the data analyses.
- 446. • The assumptions underlying the use of statistics are fulfilled by the data, such as measurement properties of the data and normality of distributions.
- 447. • Statistical tests are appropriate (optimal).
- 448. • If statistical analysis involves multiple tests or comparisons, proper adjustment of significance level for chance outcomes was applied.
- 449. • Power issues are considered in statistical studies with small sample sizes.



450. In qualitative research that relies on words instead of numbers, basic requirements of data reliability, validity, trustworthiness, and absence of bias were fulfilled.

#### 451. Reporting of Statistical Analyses

452. The assumptions underlying the use of statistics are considered, given the data collected.

453. The statistics are reported correctly and appropriately.

454. The number of analyses is appropriate.

455. Measures of functional significance, such as effect size or proportion of variance accounted for, accompany hypothesis-testing

456. analysis.

#### 457. Presentation of Results

458. Results are organized in a way that is easy to understand.

459. Results are presented effectively; the results are contextualized.

460. The results are complete.

461. The amount of data presented is sufficient and appropriate.

462. Tables, graphs, or figures are used judiciously and agree with the text.

#### 463. Discussion and Conclusion: Interpretation

464. The conclusions are clearly stated; key points stand out.

465. The conclusions follow from the design, methods, and results; justification of conclusions is well articulated.

466. Interpretations of the results are appropriate; the conclusions are accurate (not misleading).

467. The study limitations are discussed.

468. Alternative interpretations for the findings are considered.

469. Statistical differences are distinguished from meaningful differences.

470. Personal perspectives or values related to interpretations are discussed.

471. Practical significance or theoretical implications are discussed; guidance for future studies is offered.

#### 472. Title, Authors and Abstract

473. The title is clear and informative.

474. The title is representative of the content and breadth of the study (not misleading).

475. The title captures the importance of the study and the attention of the reader.

476. The number of authors appears to be appropriate given the study.

477. The abstract is complete (thorough); essential details are presented.

478. The results in the abstract are presented in sufficient and specific detail.

479. The conclusions in the abstract are justified by the information in the abstract and the text.

480. There are no inconsistencies in detail between the abstract and the text.

481. All of the information in the abstract is present in the text.

482. The abstract overall is congruent with the text; the abstract gives the same impression as the text.

#### 483. Presentation and Documentation

484. The text is well written and easy to follow.

485. The vocabulary is appropriate.

486. The content is complete and fully congruent.

487. The manuscript is well organized.

488. The data reported are accurate (e.g., numbers add up) and appropriate; tables and figures are used effectively and agree with the text

489. Reference citations are complete and accurate.

#### 490. Scientific Conduct

491. • There are no instances of plagiarism.

492. • Ideas and materials of others are correctly attributed.

493. • Prior publication by the author(s) of substantial portions of the data or study is appropriately acknowledged.

494. • There is no apparent conflict of interest.

495. • There is an explicit statement of approval by an institutional review board (IRB) for studies directly involving human subjects or data about them.

496.

497.

498.

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500. [elicohen@informingscience.org](mailto:elicohen@informingscience.org)

501. [Twitter](#)      [Facebook](#)      [Google+](#)      [LinkedIn](#)

502. This email was sent to James E Curtis Jr ([jamesjr@jecjef.net](mailto:jamesjr@jecjef.net)) on 21 Jun, 2019

503.sixteen, James Curtis Jr

504.To steckel.1@osu.edu, john.ham.econ@gmail.com and 14 others

505.2018-2019, completed international journal of doctoral studies editorial & review board volunteering of James E Curtis Jr, jamesjr@jecjef.net.

506.4:04 PM

507.1 attachment

508.1.51, <https://www.informingscience.org/Member/Profile/AcademicInfo>,

509.Your Profile

510.Personal Info

511.Account Info

512.Academic Info

513.Topics

514.Reviewing Options

515.Preferences

516.Affiliation/University Department Position Title ORCID

517.CV/Résumé

518.PDF or Word (max size 2MB)

519.2019,\_2018-11-03,The\_Curriculum\_Vitae\_of\_James\_E\_Curtis\_Jr.pdf

520.Short Bio Summary

521.Will show in Peer Directory

522. Cancel

523.ISI Website

524.Privacy Policy

525.Ethics Policy

526.Legal Disclaimer

527.James E Curtis, Jr, 02/14/1973

528.5030 1st Street NW 301, Washington DC 20011, USA, admin@jecjefuniversity.org, (202) 718-7796

529.PO Box 3126, Washington DC 20010, USA, jamesjr@jecjef.net, (202) 739-1962

530.The Summary of the Objective of James E Curtis Jr.

531.James E Curtis Jr is seeking to fulfill an academic/business opportunity, with a compensation package, including

532.cost of living increases, housing/lodging, professional expense account, transportation, and tenure consideration, with a title, commensurate with the accomplishments, degrees, and employment of James E Curtis Jr.

533.The Summary of the Recent Employment of James E Curtis Jr.

534.2018 2019 Author of books, Board of editors of journals, business admin, doctoral studies, economics & finance.

535.2003 2019 President, Education Foundation 27-2267541, including i. EF, ii. EFPPS, iii. home office, iv. IGDU,

536.v. IGRI, vi. JECJEF, vii. jecjef.net, viii. JECJEF University, ix. mail services, PO Box 3126,

537.x. phone services 739-1962, 718-7796, xi. Pro Bono,

538.2001 2019 Contract Manager/IT Manager & Internet Design Intern, igri.academia.edu, jecjef.net,

539.2005 2010 Nonprofit Manager, Department of Finance, and Intern Supervisor, Programs, Washington, DC,

540.1999 Summer Intern/Tax Analyst, Economic Development Division, Ohio Columbus, OH,

541.1998 2002 GTA/Instructor, Economics Department, universities, Columbus OH, Delaware OH, Denver CO

542.1996 1997 Economist Assistant/Research Assistant, Department of Research & Statistics, FDIC, WDC,

543.1992-1995 Summer Intern/Analyst, including Auditing/Budgeting/Corporate Finance, Business Ventures, &

544.International Finance, COMSAT, Bethesda, MD, through INROADS/Greater Washington.

545.1991 Summer Intern/Legal Analyst, Office of Ethics and Civil Rights, General Services Administration,

546.Washington, DC

547.The Summary of the Recent Entrepreneurship Manuscripts of James E Curtis Jr.

548.2013-2019 Corporate Jurisprudence of Education Foundation, JECJEF organizational charts.

549.2012-2019 501(c)3/Tax Exemption, USA, application and approval, JECJEF.

550.2012-2019 Articles of Incorporation, USA and USA DC, application and approval, JECJEF.

551.2012-2019 IGRI Table 1, Individual Giving History, Charitable Donations, & Non-Traditional Coding & Information Systems

552.2003-2019 Potential Business Plan ®, Technical Notes ® to the Potential Business Plan ® .

553.2011-2019 Strategic-Divine Resources ® .

554.2001-2019 Trade Name, USA DC, USA PG County MD & USA State of MD, Education Foundation.

555.2001-2019 Trade Name, Better Business Bureau, registration, Education Foundation

556.1990-2019 Education Foundation, EF, JECJEF.

557.Colleges Research Institutions & Universities, Certificates and Degrees of James E Curtis Jr.

558.5th Phase Distinctions of James E Curtis Jr, designing a graduate program, institute & university

559.2017-12-31 Honorary Doctorate of Philosophy, career award, Education, Education Foundation

560.2017-12-31 Honorary Executive Master of Arts, career award, Education Administration, Education Foundation

561.2017-12-31 Honorary Doctorate of Philosophy, career award, Political Science, Education Foundation

562.2017-12-31 Honorary Doctorate of Philosophy, career award, Sociology, Education Foundation

563.2017 JECJEF Prize in Charity, career award

564.2014-04-09 Honorary Doctorate of Laws, career award, Laws, Education Foundation

565.2014 JECJEF Prize in Advocacy, career award

566.2013 Founder, The James Edward Curtis Jr Education Foundation/JECJEF, and JECJEF University

567.2012 Founder, Internet Graduate Research Institute, IGRI

568.2012-12-31 Honorary Doctorate of Philosophy, career award, Interdisciplinary Studies, Education Foundation

569.2012 JECJEF Prize in Economics, career award

570.4th Phase Distinctions of James E Curtis Jr, The Post-Doctoral Studies of James E Curtis Jr

571.2011 - 2017 Doctoral Programs, Education, Laws, Political Science, Sociology, Education Foundation

572.2011 - 2017 Executive Master of Arts Programs, Education Administration, Education Foundation

573.2011 - 2012 Doctoral Program, Interdisciplinary, Accountancy Economics History Laws, Education Foundation

574.2003-2010 Honorary Post-Doctoral Researcher, & sabbatical, Education Foundation

575.3rd Phase Distinctions of James E Curtis Jr, The Ph.D. of James E Curtis Jr

576.2003-12-31 Doctorate of Philosophy, Ph.D., Department of Economics, Education Foundation 27-2267541,

577.2003 Doctoral Program, Department of Economics, Education Foundation,

578.transfer of completed courses, completed exams, dissertation defense proxies from OSU.

579.2nd Phase Distinctions of James E Curtis Jr, The Ph.D. Program of James E Curtis Jr

580.2002 Doctoral Program, Ph.D. Written Defense, Proxy, Long Run Wealth Inequality, Dissertation, 2002,  
581.distant learning, Columbus OH and Bladensburg Maryland.

582.2001 Doctoral Program, Ph.D. Oral Defense, Proxy, OSU Labor Lunch Seminar Series, Columbus, OH.

583.2000 Doctoral Program, Ph.D. Oral & Written Proposals, Pass,, Economic Condition of Free Blacks in  
584.Maryland and Pennsylvania, 1850-1860, OSU, Columbus, OH.

585.1999 Doctoral Program, Ph.D. Program Exam Pass, Economic History, OSU, Columbus, OH.

586.1999 Doctoral Program, Ph.D. Program Exam Pass, Macro/Monetary Economics, OSU, Columbus, OH.

587.1999 Doctoral Program, Ph.D. Program Exam Pass, Microeconomics, OSU, Columbus, OH.

588.1998 Doctoral Program, Ph.D. Program Exam Pass, Macroeconomics, OSU, Columbus, OH.

589.1997 - 2003 Doctoral Program, Economics, 3.37 GPA, courses, OSU, Columbus, OH

590.1997 - 1998 Master of Arts Program, Master of Arts Degree, Economics, OSU, Columbus, OH.

591.1st Phase Distinctions of James E Curtis Jr, The Pre-Doctoral Programs of James E Curtis Jr

592.1997-Summer Pre-Doctoral Program, Economics, American Economic Association/Univ. of Texas, Austin, TX.

593.1996-Autumn Pre-Doctoral Program, Mathematics, University of Maryland, College Park, MD.

594.1995 International Studies, parliamentary government of Israel and Tel Aviv University, Israel.

595.1994-Summer Certificate, Management, Harvard School of Business/INROADS, Boston, MA.

596.1991 1996 Bachelor of Arts Degrees, Economics, Political Science, Howard/transfer from Rutgers, Camden, NJ

597.1990-2019 Founder, Owner, President, Education Foundation.

598.1990-Summer Pre-Undergraduate Program, Mathematics, UDC, Washington, DC.

599.1989 1991 Pre-Undergraduate Program Degree, Diploma, Calvin Coolidge/transfer from Garfield, PWC, VA.

600.Colleges, Research Institutions & Universities, Employment of James E Curtis Jr.

601.2018 2019 Editorial Board, JulyPress including, i. Selectee of the Journal of Education & Development,  
602.ii. Selectee of the International Research in Economics and Finance.

603.2018 2019 Reviewer, education and social science research journals including, i. Selectee of the International Journal of  
604.Doctoral Studies, ii. Selectee of the International Journal of Learning, Teaching and Educational Research,  
605.iii. Selectee of the Journal of Teaching and Education Research.

606.2018 2019 Post-Doctoral Researcher, Internet Graduate Research Institute.

607.2010, 2011-'19 Director/Researcher, Internet Graduate Research Institute

608.President Pro-Tem, JECJEF University.

609.2003-2019 Independent Researcher & Research Economist, Education Foundation

610.2014-'18, '19 Author of Books, Doctoral Studies, Economics Education Textbook, Economic History in the US

611.2002-Summer Teaching Assistant, Econometrics,, including graduate school fundamentals, American Economic Association  
612.Summer Program, University of Colorado, Denver, CO

613.2001-Summer Instructor, Pre-MBA Fundamentals in Economics, Executive Education, OSU Business School, Columbus, OH

614.2000 2001 Instructor, Applied Statistics, Department of Economics, Ohio Wesleyan University, Delaware, OH

615.1998 2002 Teaching Assistant, Macroeconomics, Money and Banking, Department of Economics, OSU, Columbus, OH

616.1998 2002 Instructor/Teaching Assistant, Microeconomics, Intermediate Microeconomics, Department of Economics, OSU,  
617.Columbus, OH

618.College, Research Institutions & Universities,

619.Graduate Advising, Research Assistants, and Research Grants of James E Curtis Jr.

620.Curtis Jr, James E, economics, National Science Foundation, \$220,000 grant request started, summer 2018.

621.Curtis Jr, James E, economics, Charles Koch Foundation, \$220,000 grant request, started, summer 2018.

622.Curtis Jr, James E, research success, Education Foundation, \$1,500 - \$ 4,500 year, JEC Home Office & Research Grants, 2010-2018.

623.Curtis Jr, James E, education administration success, Education Foundation, 797-798 credit score from Capital One and 3 grants, less than \$300 each, from Bank of America, HSBC, TD Bank, applied to Home Office and Research expenses 2016-2018.

624.Curtis Jr, James E, graduate program success, EF, distant research advising request after reading working papers, grad student in Maryland, 2017.

625.Curtis Jr, James E, with RH Steckel, higher education success, promotion of research assistant, a research assistant, hired in 2000, selected to the USA Top 30 OSU economics graduate program, 2002.

626.Curtis Jr, James E, with RH Steckel, USA Free Blacks 1860-1870, database formation, Maryland, Pennsylvania, database on microfiche, converted to electronic data using sampling manual, created by James E Curtis Jr., and database stored by 6 interviewed, paid, undergraduate research assistants, \$2,000 research grant from OSU Economics and \$11,000 National Science Foundation, 2000-2001.

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677.PATTERNS AND TRENDS IN PHD PRODUCTION IN THE UNIVERSITY OF NIGERIA, NSUKKA: A CASE STUDY

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682.29 Mar 2019 Revisions Awaiting Evaluation

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