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Beyond Metrics: A Framework for Scholarly Evaluation in LIS, Communication, History, and Philosophy

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Abstract:

Purpose *- This research aims to identify, document, and comparatively analyze the reviewer guidelines of the 80 most prominent academic journals, as ranked by Google Scholar Metrics, in the fields of Library and Information Science, Communication, History and Philosophy. The goal is to propose a unified, interoperable, and adaptable conceptual evaluation model that acknowledges disciplinary specificities while preserving scholarly autonomy.*

Design/methodology/approach *- A mixed-methods research design was employed, combining quantitative and qualitative content analysis of 22 sources (16 unique websites, 5 publisher responses, and 1 interview). Structured thematic coding was applied to the material, followed by the creation of four identical text analysis forms, each including eleven pairs of qualitative and quantitative questions aligned with 11 key article evaluation criteria. Descriptive statistics (means, medians, mode values, and standard deviations) were used to rank criteria, while qualitative comparisons were organized into thematic tables with direct excerpts to capture disciplinary similarities and differences.*

Findings *- The study revealed substantial commonalities across fields, particularly the importance of data adequacy, coherence of conclusions, and adherence to ethical standards. Notable disciplinary differences were also identified, such as rhetorical emphasis in Philosophy and technical precision in Library and Information Science. The analysis informed the development of an interoperable conceptual evaluation model structured around shared foundations with adaptable elements tailored to each field.*

Originality/value *- This research contributes an innovative conceptual evaluation framework that combines epistemological inclusivity with cross-disciplinary applicability. By enhancing transparency and supporting reviewers in interdisciplinary contexts, the model offers a foundation for future expansion into additional scientific domains and provides practical guidance for harmonizing article evaluation practices.*

Index Terms — Peer Review Criteria, Scholarly Publishing, Library and Information Science, Communication, History, Philosophy.

I. INTRODUCTION

This research aims to identify, document, and comparatively present the peer review guidelines provided by the most prominent scientific journals in the fields of Library and Information Science (LIS), Communication (Com), History (His) and Philosophy (Phil). Although peer review has long been studied as a mechanism of scientific quality control, previous research has focused mainly on single disciplines or general discussions of review practices [1, 2, 3, 4]. To date, there has been little systematic comparative analysis of how different fields articulate their peer review guidelines, what criteria they emphasize, and how these reflect their underlying epistemological traditions. This absence of comparative knowledge constitutes a critical gap in literature, particularly at a time when interdisciplinary publishing is becoming increasingly common [5, 6, 7, 8].

The goal of this study is to investigate whether there are convergences and divergences in the ways each of these four scientific communities evaluates the individual components of articles submitted for publication within their respective fields. This investigation may reveal previously unexamined aspects of the scientific culture within each domain and enhance interdisciplinary communication by proposing a common, interoperable, and more impartial conceptual evaluation model, where feasible, that simultaneously incorporates the specificities required by each field. In this sense, the study not only identifies disciplinary practices but also seeks to make an original contribution by offering a framework for dialogue across distinct academic traditions.

Accordingly, the research questions addressed in this study were the following:

RQ1 - What are the common methods used by different scientific communities to evaluate the various aspects of articles submitted for publication?

RQ2 - What are the main differences in the evaluation processes across the examined academic disciplines?

RQ3 - What aspects of each field's scientific culture are reflected in the peer review guidelines, and how do these shape the review process?

RQ4 - How can a common, interoperable, and unbiased review model incorporate the particularities and needs of

each scientific field without undermining its autonomy or methodological distinctions?

The selection of the four disciplines for the comparative study of peer review guidelines is justified by the nature of their scientific production. The starting point for this selection is LIS, a field that the authors have systematically researched. It offers a suitable theoretical and methodological basis for understanding the evaluation of scientific sources as a process of quality assurance and credibility within the realm of Scholarly Communication [9], a core concern of LIS. More specifically, LIS explores horizontal practices such as the accumulation, organization, documentation, preservation, retrieval, evaluation, production, and dissemination of information and knowledge, as well as the political and ethical dimensions of scholarly publishing [10]. These features, which also comprise the core competencies proposed by the field of Information Literacy [11], another central topic within LIS, make this domain the most suitable starting point for research that aims to map peer review guidelines across scientific disciplines.

Communication, on the other hand, is considered a distinctly interdisciplinary field, much like LIS. In fact, the relationship between these two fields is becoming increasingly close and complex, especially within the context of a technology-driven society often referred to as the "information age" or the "information society". The growing use of such terms reflects the need for interdisciplinary approaches that bridge information, communication, and human behavior [12. 13, 14]. Modern social sciences now treat these fields less as separate domains and more as interconnected disciplines, adopting integrated theoretical frameworks that examine their interactions across a wide range of levels, from mass communication and interpersonal relations to diplomacy, medical communication, and consumer behavior. Traditionally associated with librarianship and knowledge management, LIS intersects with Communication Studies at the point where the dissemination, access, and interpretation of information involve human interaction and cultural dimensions. Examples such the exchange of doctor-patient information or the use of digital sources by journalists demonstrate how informational and communicational processes are interdependent. At the same time, institutions and cultures are shaped by this interaction, necessitating the development of integrated theoretical and practical tools that serve both domains [15]. Journals in the field of Communication may adopt a variety of approaches, accommodating both quantitative and qualitative research paradigms, while also facing specific challenges in maintaining consistency throughout the peer review process [16, 17, 18, 19]. Therefore, including this field offers the opportunity for a fruitful comparison and may reveal how peer evaluation adapts to a domain that blends theory with practice and increasingly engages in dialogue with LIS.

The inclusion of History and Philosophy allows for the exploration of two representative examples of the Humanities, which are characterized by a strongly qualitative approach to evaluation. In these fields, the assessment of scholarly work is likely based more on theoretical arguments, historical or conceptual interpretations, and a deep understanding of sources or philosophical systems than on measurable data or experimental results. Yet, despite the long-standing traditions of peer review in the Humanities, there is little systematic discussion of how reviewers are instructed to evaluate submissions in History and in Philosophy [20, 21, 3].

Research in the field of History is a fundamental and scientifically structured process that contributes substantially to understanding the past and to the development of theoretical frameworks and practical applications. In contrast to other methods that generate new data, historical research primarily relies on existing sources, employing qualitative and interpretive methodologies. Through the reconstruction of events and the study of human behavior in real-world contexts, the historical method offers not only knowledge but also insight into the processes that shaped institutions, cultures, and practices. Quantified data may be used when appropriate, but it is often difficult to justify quantification beyond tangible evidence, such as statistical data or official records. This research method aims to reconstruct the past by identifying individual elements of a "puzzle" and synthesizing them to offer a deeper understanding of a situation, event, or process [23]. Within the fields of LIS, and of Communication Studies, historical research can be used to explore and understand processes, behaviors, singular events, or usage patterns.

As for Philosophy, research here is mainly based on qualitative, conceptual, and analytical methods, emphasizing critical thinking, systematic reasoning, and the interpretation of theories and texts. Through conceptual analysis, philosophers clarify fundamental concepts and examine the logical coherence of ideas, while also developing and evaluating arguments in areas such as epistemology, ethics, and language. The hermeneutic approach complements the analytical method by focusing on the interpretation of philosophical texts within their historical and intellectual context. Furthermore, reflective methods and thought experiments are employed to explore hypothetical scenarios that shed light on human thought processes and challenge intuitive beliefs. Some contemporary approaches even incorporate qualitative empirical techniques, such as interviews, to explore how people perceive philosophical issues in everyday life [24, 25, 26, 27]. Unlike purely quantitative sciences, philosophy focuses more on understanding than on measurement, adopting paradigms such as interpretivism, constructivism, and phenomenology. Thus, philosophical research substantially contributes to examining the meaning, justification, and consequences of human ideas and beliefs, placing particular emphasis on clarity, coherence, and depth of analysis [28].

Consequently, the guidelines provided by History and Philosophy journals to their reviewers are likely to reflect, with greater clarity, the coexistence of diverse scientific traditions.

This study deliberately excludes, at least at this stage,

domains of the natural sciences, such as mathematics, physics, chemistry, the life sciences, and the medical sciences. The reason for this exclusion lies in the fact that peer review practices and evaluation guidelines in the selected fields of LIS, Communication, History, and Philosophy remain much less systematically explored, as evidenced by the relatively scarce bibliography that follows in the next section. In contrast, natural sciences have been far more extensively studied in this regard, with a substantial body of literature already addressing their evaluation frameworks. Nevertheless, this decision does not preclude the potential future continuation and expansion of the study into these or other academic disciplines, a direction that would not only be of considerable interest but would also further enrich and enhance interdisciplinary dialogue.

II. Related Literature

The literature review conducted in the context of this research aimed to systematically record, study, and evaluate theoretical and empirical approaches to assessing scientific articles, with a focus on the four academic disciplines mentioned above. The search yielded a limited number of relevant articles, highlighting existing gaps in this field. Nevertheless, these articles provided a solid starting point that enabled the identification of key criteria for evaluating scholarly publishing and supported the creative synthesis of findings, formulation of critical commentary, and, ultimately, the drawing of conclusions that contributed to the development of both the theoretical framework and the research tool of this study.

The analysis was based on thematic organization, structured into eleven subsections arranged in a sequence that attempts to reflect both the typical research process and the subsequent writing for publication, each outlining distinct evaluation parameters. The thematic organization was informed by key criteria identified in relevant literature as well as a preliminary study of sources containing peer review guidelines.

The first subsection focused on the “Relevance and Originality of the Research Question”, two axes that play a central role in the initiation of research and in the acceptance of an article. Originality relates to the article’s contribution to new knowledge and the prevention of flawed research dissemination [29]. Bonaccorsi [30] expands on the notion of innovation, emphasizing the importance of a new way of thinking. Other researchers [31, 32] confirm the necessity of originality for editorial approval. Relevance functions as a prerequisite, as the article must respond to the needs of the scientific community to which it is addressed.

The second subsection examines the “Balance and Accuracy of Bibliographic References” situating the study within the existing literature, demonstrating scholarly grounding, and identifying gaps. Literature [33] states that references should meaningfully support the article without being excessive. Bonaccorsi [30] emphasizes the use of primary and foundational sources, while Nicholas & Gordon [34] highlight the completeness and logical structure of the reference list.

The third subsection refers to the “Reliability and Reproducibility of the Methodology” which researchers, authors and publishers jointly work to improve through clear guidelines and assessment systems, although gaps remain. Literature [33] stresses that methods must be described sufficiently to allow replication and emphasizes the need for clear descriptions of statistical and computational methods [29]. Davis et al. [35] highlight the importance of trust in reproducibility, while Brown et al. [36] discuss study design elements. Additional scientific sources point out the challenges and shortcomings in current reproducibility practices [32, 37].

The fourth subsection addresses the “Compliance with Ethical Standards in Research”, which is mandatory before data collection, with explicit declarations in a dedicated section. Relevant sources [29, 33] emphasize the need for approval from ethics committees and transparency. Others [35] refer to open science and data sharing, while avoiding conflicts of interest is deemed essential. Additionally, scientists [37, 38] have highlighted systemic biases and emphasized the need for ethical guidelines from journals.

The fifth subsection examines the “Adequacy of Data to Support Conclusions”. Data must be sufficient, appropriately analyzed with correct statistical methods, and presented with precision including confidence measures when relevant. Conclusions should be limited to what data and study design support, for example, no causal claims unless experimental. Scholars [35] stress the importance of data availability and suitability and warn against overinterpretation [29]. Other sources [32] emphasize the logical continuity between all sections of the article, ensuring that conclusions are directly linked to findings.

The sixth subsection focuses on the “Quality and Clarity of Tables, Charts, and Images” that complement text and improve readability and acceptance chances. Sources [33] emphasize the functional value of visuals in highlighting key findings. Dhillon [29] advocates for a clear layout and adequate information, while Brown et al. [36] focus on accuracy and statistical correctness. Other scientists [31, 34] acknowledge the role of visuals in narrative coherence and argumentative support.

The seventh subsection centers on the “Coherence and Logic of the Argument”. Coherence between findings and reasoning builds epistemic justification, often strengthened by internal mutual support of evidence. Literature [31] highlights the importance of consistency across the article's sections. Moreover, it links argument strength to the soundness of methods [29] and urges reviewers to examine argumentative flow and informational balance [34].

The eighth subsection focuses on the “Consistency of Conclusions with Objectives and Data” which ensures the validity and trustworthiness of the study. Scientists [29, 30] assert that conclusions must be logically followed from the methods and findings. Other sources [31] underscore the chain of consistency linking objectives, methods, and conclusions, noting that avoiding overstatements and omissions is crucial.

The ninth subsection concerns “Effectiveness of the Introduction” in establishing the framework, originality, and

objectives. Researchers [33] note that the introduction should highlight the issue, its significance, gaps in existing knowledge, and the study's aims, without being an exhaustive review of the literature. The quality of bibliographic references is crucial, while the introduction also plays a crucial role in orienting the reader.

The tenth subsection addresses the "Clarity and Readability" of the article, focusing on the effective communication of its content. Sources emphasize the need for message clarity [33] and call for focus on language and precision [29]. Additionally, they emphasize the importance of readability for content reception [35] and relate it to the article's production stage [38].

The eleventh and final subsection concerns the "Optimization of Title, Abstract, and Keywords for Search Engines". Literature [33, 36] stresses the importance of these elements for the article's visibility and emphasize their role in strategic indexing and accessibility [32, 38].

A potential twelfth criterion for evaluating the quality of scholarly publishing could be the integration of Artificial Intelligence (AI). However, as this remains an emerging theme with insufficient and fragmented bibliography on these specific aspects, it warrants separate investigation in future research. Such a study could map the previously mentioned eleven criteria in relation to AI use. While no articles were found that directly address AI in these evaluative dimensions, its application in research methodology, analysis, and writing is rapidly expanding. Importantly, the ethical use of AI requires transparency and validation, paralleling the principles of reproducibility and adherence to ethical standards.

In conclusion, the literature review highlighted several theoretical and empirical parameters that form the foundation for evaluating the quality of scientific articles. The documented analysis of these eleven parameters significantly contributed to shaping the research process followed in conducting this study.

III. Methodology

A. Underneath Concept for the Choice of Method

This study employed a mixed-methods research approach. "Mixed-methods research is formally defined as the class of research where the researcher combines or mixes quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study" [39]. This approach integrates elements of qualitative analysis, such as hermeneutic interpretation, thematic categorization, and conceptual content understanding, with more systematic, and sometimes quantifiable techniques associated with structured study designs. The term "mixed-methods" reflects precisely this hybrid, an analysis that is neither strictly qualitative nor fully quantitative. This methodological approach offers scientific validity, reproducibility, and interpretive depth [40, 41]. Mixed-methods are considered the "third" research paradigm, encompassing both positivist-inspired quantitative approaches and qualitative methods rooted in interpretivism, critical theory, and post-structuralism.

However, its underlying philosophical stance is pragmatism, enabling researchers to draw on the strengths of both traditions. Researchers collect, analyze, and integrate both types of data, combining statistical generalizability with deep contextual insight [42].

In this study, a mixed-methods approach was employed to analyze specific content related to peer review evaluation criteria for academic publications. The aim was to gain an interpretive understanding of how articles are assessed across four scientific domains, while systematically recording and measuring the frequency of particular evaluation dimensions. This dual process enabled the quantification of themes without losing semantic richness. Ultimately, this approach supported both interpretive analysis and a ranked categorization of themes, resulting in the proposition of a unified, interoperable, and reproducible conceptual evaluation model applicable across four academic disciplines.

B. Presentation of Research Sample

Initially, it was estimated that by selecting the 80 most popular journals, based on the Google Scholar Metrics tool, in the fields of LIS, Communication, History, and Philosophy, 20 journals per field, it would be possible to identify 80 different sources containing peer review guidelines for submitted articles. Thus, the research sample would be sufficiently rich in information, enabling the identification of the most important evaluation criteria for publications in these fields, while also being highly reliable, given that these were the most prestigious journals. This could lead to results and conclusions that are both reliable and in-depth, supporting the proposal of a unified, interoperable conceptual evaluation model for research in the aforementioned fields, while simultaneously incorporating the particularities of each field.

During data collection, it was observed that not all journals in the sample provided guidelines for peer review. Of the 80 journals examined (see Annex Fig. 5, Fig. 6, Fig. 7, and Fig. 8), 76 had a dedicated webpage containing such instructions, while no relevant content could be located for the remaining 4. Furthermore, when processing the identified URLs, for each of the 76 journals, it became evident that many of them referred to identical content because their reviewer guidelines were hosted on shared webpages maintained by publishing houses. This occurs when multiple journals belonging to the same publisher rely on a single, unified reviewer guidelines page, regardless of the journal's title or scientific field.

In total, from the comparison and grouping of all 76 URLs, 16 unique yet comprehensive webpages were identified, which included the review guidelines for nearly all selected journals. The content of these webpages served as the primary source for the thematic analysis, the extraction of qualitative categories, and the measurement of quantitative data within the context of this study.

To identify additional and potentially more specialized reviewer instructions, email communication requests were sent to the editors and publishers of the journals, asking them to provide internal documents or non-public

guidelines. Specifically, 80 emails were sent to all 80 journal editors. Of these, only 5 responded by providing the requested guidelines. This limited response made only a slight contribution to enriching the information analyzed in the study.

It is worth noting that one of the editors expressed willingness to provide additional clarification of the materials through an online interview. The interview significantly contributed to a deeper understanding of the concepts discussed in the findings of this paper.

The total number of documents studied amounted to 21 (16 webpages + 5 emails). Adding the interview transcript, the final sample consists of 22 review guideline texts, covering the 80 most popular journals, according to Google Scholar Metrics, in the fields of LIS, Communication, History, and Philosophy.

More specifically, the 22 sources include:

Source 1 – A webpage with review guidelines by Taylor and Francis publishers, referenced by 14 out of the 80 selected journals: 7/20 in Communication, 5/20 in History, and 2/20 in Philosophy.

Source 2 – A webpage with review guidelines by Sage Publishing, referenced by 12/80 journals: 8/20 in Communication, 3/20 in Library and Information Science, and 1/20 in History.

Source 3 – A webpage with review guidelines by Springer, referenced by 10/80 journals: 9/20 in Philosophy and 1/20 in LIS.

Source 4 – A webpage with review guidelines by Wiley, referenced by 10/80 journals: 5/20 in Philosophy, 3/20 in LIS, and 2/20 in History.

Source 5 – A webpage with review guidelines by Cambridge University Press, referenced by 10/80 journals: 9/20 in History and 1/20 in Philosophy.

Source 6 – A webpage with review guidelines by Emerald Publishing, referenced by 6/80 journals: all 6 from the 20 LIS journals.

Source 7 – A webpage with review guidelines by Elsevier, referenced by 5/80 journals: 3/20 in LIS and 2/20 in Communication.

Sources 8–12 – Five separate webpages with review guidelines by Oxford Academic. Sources 8, 9, and 10 concern 3/20 History journals; source 11 concerns 1/20 Philosophy journals; and source 12 concerns 1/20 Communication journals.

Source 13 – A webpage with review guidelines by MIT Press Direct for 1/20 LIS journals.

Source 14 – A webpage with review guidelines by the Medical Library Association (MLA) for 1/20 LIS journals.

Source 15 – A webpage with review guidelines by College & Research Libraries for 1/20 Information Science journals.

Source 16 – A webpage with review guidelines by Cogitatio Press for 1/20 Communication journals.

Source 17 – An email with peer-review instructions from the editors of the journal "International Journal of Communication", 1/20 Communication journals.

Additional Sources 18–20 – Emails with peer review guidelines from the editors of the journals "The History of the Family", "Law and History Review", and an interview with the editor of "Enterprise & Society", 3/20 History journals.

Additional Source 21 – An email with peer review guidelines from the editor of the "Philosophy journal Mind & Language".

Additional Source 22 – An email with peer review guidelines from the editor of the "Library and Information Science Journal Learned Publishing".

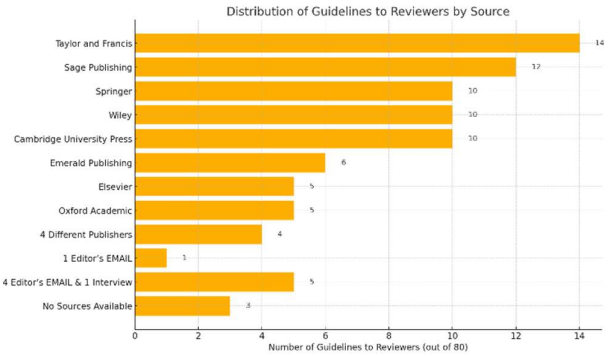

Fig. 1*. Distribution of Guidelines by Source.*

It is worth noting that the distribution of reviewer guidelines across scientific fields reveals variations in both the number of accessible sources and their origin, which influence the interpretation of the findings and the drawing of comparable conclusions across domains. Specifically, LIS and Communication demonstrated a diversity of publishing sources with a wide range of origins (e.g., Sage, Elsevier, Emerald, MIT Press, MLA, College & Research Libraries), which enhances the thematic and qualitative differentiation of their material. In particular, the 20 journals in LIS are linked to at least 8 different sources of reviewer guidelines, while those in Communication are linked to 6.

In contrast, Philosophy and History show a higher degree of concentration of guidelines within specific publishing houses, mainly Springer, Wiley, Cambridge University Press, and Oxford Academic, thereby limiting the diversity of evaluation criteria identified. For instance, the 20 Philosophy journals primarily refer to Source 3 (Springer) and Source 4 (Wiley), while a significant number of History journals are associated with Source 1 (Taylor & Francis) and Source 5 (Cambridge). This relative homogeneity may reflect either institutionally established practices or a lack of thematic specialization which affects the research's ability to highlight disciplinary particularities with equal clarity across all fields.

Overall, the uneven distribution and differentiation of sources per field imposes limitations on balanced comparative analysis, making it necessary to adopt a careful interpretation of findings, especially when drawing general conclusions or proposing unified evaluation models.

C. Research Procedure Followed

For the implementation of this research, the following process was adopted.

Stage 1: Data Collection

The data collection was based on the content of the peer review guidelines of the 80 top-ranked scholarly journals in

the fields of Library and Information Science (LIS), Communication (Com), History (His), and Philology (Phil), as listed in Google Scholar Metrics. During research, a total of 22 distinct sources of reference were identified, which were not evenly distributed across the journals. For instance, Source 1 was found in 14 journals, Source 2 in 12 journals, and so forth (see B. Presentation of Research Sample). For reasons of conceptual consistency, the term "source" is hereafter used to denote each of the 80 journals in which peer review guideline content was identified.

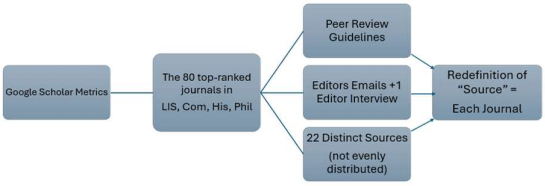

Fig. 2. *Stage 1: Data Collection.*

Stage 2: Identification of Semantic Units

During the examination of each source, specific semantic units were identified, such as "data adequacy", "data quality", "relationship between data and conclusions", etc. More specifically, semantic units are keywords or phrases that refer to a common topic and can be grouped into a unified conceptual set.

This process of qualitative text analysis was conducted through the lens of deductive reasoning. Having previously reviewed the relevant literature and preliminarily skimming the sources containing peer review guidelines, the researchers had identified broad categories of criteria that peer reviewers are expected to examine. The analysis therefore focused on locating keywords and phrases corresponding to these predetermined categories, while also allowing for the inclusion of any additional units and categories that emerged.

Whenever a word or phrase aligned with the predetermined categories or with categories that emerged during the analysis, it was recorded as a "semantic unit".

Each semantic unit was then recorded as a narrower term and classified under a corresponding broader conceptual category. For example, the aforementioned semantic units were grouped into the category "Adequacy of the Data to Support the Conclusions".

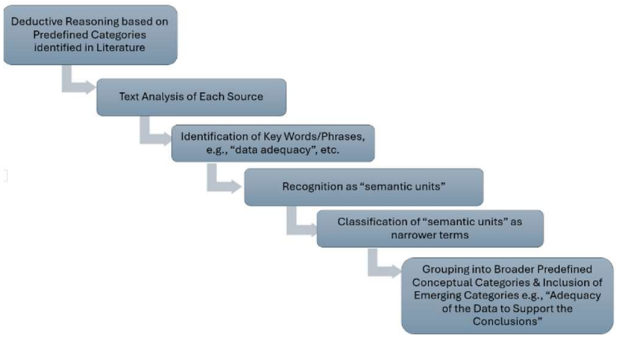

Fig. 3*. Stage 2: Identification of Semantic Units.*

Stage 3: Coding and Interpretation of Conceptual Categories

Text analysis yielded eleven (11) broad conceptual categories. The fact that these categories referred to a common theme not only revealed convergences but also surfaced differences in how each source treated the same theme. Thus, every category was coded with an indicator of similarity in all four scientific domains or differences, e.g., "differences for LIS". Furthermore, it was compared with the relevant literature in order to further clarify its meaning. Through this process, conclusions were drawn regarding its potential contribution to the development of a conceptual peer review model across four domains.

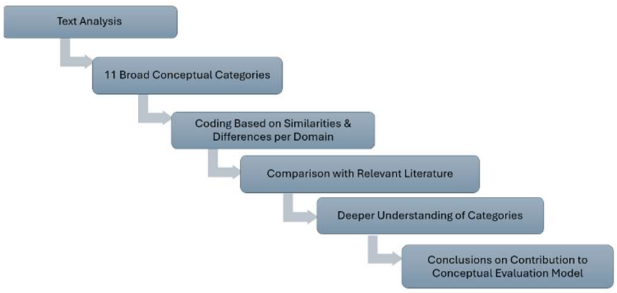

Fig. 4*. Stage 3: Coding and Interpretation of Conceptual Categories.*

Stage 4: Development of a Conceptual Evaluation Model

Each category is presented as a Criterion of Publication Evaluation (CPE), functioning as a broader term. (See Results and Discussion: Proposed Modeling Framework for Each Criterion).

Every CPE is structured around three conceptual pillars:

Evaluated Dimensions and Subdimensions, where applicable – the specific aspects that are assessed under the given criterion.

Description – namely, a coded definition with systematic description/interpretation of each dimension.

Common & Specific Points – namely, the scope of application, whether each dimension applies across all four fields (LIS, Com, His, Phil) or only to one/some of them.

Stage 5: Quantitative Measurement and Ranking

Simultaneously, a frequency count was conducted for the appearance of each word or phrase that was coded as a "semantic unit", separately for each of the 20 journals per scientific field, a total of 80 journals (Sources). This word or phrase, when found verbatim e.g., "data adequacy", and directly referring to a broader conceptual category, was entered into a data form once for each journal's source that included it. For example, Source 1 was examined 14 times, and the result was entered 14 times, corresponding to the number of journals referencing that same source.

The "semantic unit" was then assigned a value using the following 7-point importance scale, using inter-coding for reliability:

1 – Not important at all

2 – Very low importance
3 – Low importance
4 – Moderate importance
5 – Important
6 – Very important
7 – Extremely important

Example of Quantitative Measurement and Ranking

The criterion "Adequacy of the Data to Support the Conclusions" was evaluated as follows:

For the 20 journals in the field of LIS, the frequency of occurrence of the semantic units associated with this criterion was high. Of the 20 values the following were calculated:

x̄ (Mean): The total average of all 20 values of LIS journals was calculated to reflect the overall trend and indicate how highly or poorly the criterion was rated. A higher mean denotes a stronger preference: 6,15

Mo (Mode): The total mode of all 20 values of LIS journals was calculated to indicate the most frequently occurring value, reflecting the most typical score assigned by the researchers: 7

Med (Median): The total median of all 20 values of LIS journals was calculated to represent the central value of the ordered dataset, useful in the presence of outliers: 7

Σ (x̄ + Med + Mo): Sum of the mean, median, and mode: **20,15**

σ (Standard Deviation): The total standard deviation of all 20 values of LIS journals was calculated to reflect the level of agreement among evaluators. A low σ indicates consistency, while a high σ reflects divergence in views: 1,18

Final Value of CPE 1 in LIS →Σ (x̄ + Med + Mo) – σ: (20,15)- 1,18 = 18,97

It should be noted that subtracting the standard deviation from the sum of the mean, median, and mode serves as a way to account for and neutralize the dispersion of the values.

This value of **18,97** was subsequently rescaled to a 7-point scale, yielding a final score of **6,63**.

The same procedure was applied to the remaining three fields (Com, His, Phil) to obtain comparable results.

Lastly, the same procedure was re-applied to all 80 journals (LIS, Com, His, Phil) (see Table 1.).

The outcome of this process was both a horizontal ranking of each evaluation criterion by importance, and a vertical mapping per scientific domain. This dual visualization enhances understanding of the significance of each criterion by utilizing reliable, quantifiable, and reproducible data.

This quantification process complemented the qualitative text analysis allowing the researchers to apply a mixed-methods research approach.

IV. Results and Discussion

What follows is the presentation of the main quantitative and qualitative findings of the study, organized by the most to the least important Criterion of Publication Evaluation (CPE) across the four scientific domains (LIS, Com, His, Phil). This is accompanied by a discussion, supported by the relevant literature.

Table 1. *C1 - Adequacy of the Data to Support the Conclusions*

CPE	**C1 - Adequacy of the Data to Support the Conclusions**				
Science	**LIS**	**His**	**Phil**	**Com**	**Total**
x̄	6,15	6,25	6,1	5,65	**6,03**
Med	7	7	7	6	**6**
Mo	7	7	7	6	**7**
Σ (x̄ + Med + Mo)	**20,15**	**20,25**	**20,1**	**17,65**	**19,03**
σ	1,18	1,45	1,62	0,93	**1,30**
Final Value = Σ (x̄ + Med + Mo) – σ	**18,97**	**18,8**	**18,48**	**16,72**	**17,72**
Mapping to a 7-Point Importance Scale	**6,63**	**6,58**	**6,46**	**5,85**	**6,20**

All academic fields show a positive evaluation regarding C1 – Adequacy of the Data to Support the Conclusions, with average scores (x̄) above 5,65. Library and Information Science and History stand out, giving the highest final values and perceived importance on the 7-point scale. Communication has the lowest scores but still falls within a positive range. The degree of agreement among reviewers varies, with Philosophy showing the greatest divergence (σ = 1,62). Overall, C1 is considered the most important among 11 criteria, supported by statistical indicators that confirm its strong position in the evaluation process.

Table 2. *Proposed Modeling Framework for the 1st Criterion*

Proposed Modeling Framework for the 1st Criterion: Adequacy of the Data to Support the Conclusions		
Evaluated Dimension	**Description**	**Common & Specific Points**
Data Completeness	The data is sufficient in quantity, scope, and depth to support the conclusions	Common across all fields
Quality and Validity	The data is accurate, authentic, and free from contradictions or ambiguities	Common across all fields, with particular emphasis in His and Phil on coherence and documentation
Logical Connection to Conclusions	There is a clear alignment between the data and the conclusions	Common across all fields, but Phil and LIS specifically emphasize avoiding overinterpretation
Documentation and Transparency	The process of data collection, analysis, and presentation is clear and verifiable	Emphasis is placed on LIS and Com
Reproducibility	Sufficient information is provided for the analysis to be replicated by other researchers	Strong emphasis in Com and LIS
Statistical Justification	Statistical tools are used where appropriate, with correct presentation and documentation	Special emphasis in Com and LIS
Addressing Methodological Limitations	Alternative interpretations or limitations in data interpretation are acknowledged	Special emphasis in Phil and LIS
Theoretical Integration (where applicable)	The data are conceptually or theoretically situated within existing research or theoretical frameworks	Specific point for LIS
Identification of Insufficient or Contradictory Data	Reviewers are asked to identify cases where the data does not support the conclusions or suggest alternative interpretations	Common across all fields, but with increased explicit presence in His and Phil
Ethical Use and Authenticity	It is confirmed that the data have been collected and used ethically and legally (e.g., no fabricated data)	Special emphasis in the field of Com

The analysis of C1 – Adequacy of the Data to Support the Conclusions highlights the importance of transparency, validity, and logical coherence between the data and the

conclusions. All academic fields agree on the need for reliable data, which supports the development of a shared core evaluation framework. At the same time, distinct priorities emerge across disciplines, for example, ethical concerns in Communication and theoretical integration in LIS, pointing to the need for flexible, adaptive evaluation tools that reflect the specific nature of each field. Davis et al. [35] emphasize not just the presence of data, but their usefulness and accessibility. The fact that reviewers are expected to assess whether the data genuinely support the conclusions, rather than merely accompany them, reveals a need for quality control in the logical flow of the paper, an aspect also stressed by Haines et al. [31]. Dhillon [29], on the other hand, proposes sharper reviewer questions, such as whether alternative interpretations are ignored or conclusions overstated, offering a more robust conceptual evaluation tool that is often lacking in descriptive models. This analysis affirms the necessity of incorporating such parameters, namely, that the link between data and interpretation must be explicit and clear. Warnings against overinterpretation or unjustified generalizations, raised by many scholars [29, 35], align well with findings across disciplines. Therefore, C1 is a criterion that, while conceptually unified, takes on different forms depending on the field. For modeling purposes, the challenge lies in maintaining a strong evaluative foundation, focused on persuasiveness, transparency, and alignment between data and claims, while allowing interpretive flexibility tailored to each discipline's epistemological traits.

Table 3. *C2 – Consistency of Conclusions with Research Goals and Data*

CPE	**C2 – Consistency of Conclusions with Research Goals and Data**				
Science	**Phil**	**LIS**	**His**	**Com**	**Total**
x̄	6,1	6,1	6	5,2	**5,85**
Med	7	6,5	7	5	**6**
Mo	7	7	7	5	**7**
Σ (x̄ + Med + Mo)	**20,1**	**19,6**	**20**	**15,2**	**18,85**
σ	1,62	1,17	1,62	1,11	**1,41**
Final Value = Σ (x̄ + Med + Mo) – σ	**18,48**	**18,43**	**18,38**	**14,09**	**17,43**
Mapping to a 7-Point Importance Scale	**6,46**	**6,45**	**6,43**	**4,93**	**6,10**

The analysis of C2 – Consistency of Conclusions with Research Goals and Data shows strong acceptance across most fields, with Philosophy and LIS recording the highest scores, followed by History. Communication ranks lower, with more cautious evaluations and reduced scores. Despite showing the smallest variation (σ=1,11), indicating higher agreement among reviewers, its final score places it in the "moderate to important" category. Overall, the average score across all fields (6,10) reflects a strong recognition of the criterion's importance.

Table 4. *Proposed Modeling Framework for the 2nd Criterion*

Proposed Modeling Framework for the 2nd Criterion: Consistency of Conclusions with Research Goals and Data		
Evaluated Dimension	**Description**	**Common & Specific Points**
Alignment of Conclusions with Goals	Assesses the extent to which the conclusions directly address the research questions or objectives of the study	An explicit connection to research questions often appears in qualitative articles. In fields like Phil or His, alignment is based more on logical and thematic coherence rather than on explicitly stated functional questions
Support for Conclusions by Data	Assesses the extent to which the conclusions are adequately substantiated by the results and empirical findings	Frequent use of quotes or examples is observed in qualitative studies (e.g., Com). There is a need to avoid generalizations that are not justified by the sample size or type
Logical Flow and Coherence	Examines the smooth and logical transition from data to interpretation and final conclusions	Narrative coherence is especially critical in theoretical fields such as His and Phil. In empirical articles, the explicit structure (methods → results → discussion) tends to be more standardized
Addressing Alternative Interpretations	Assesses whether the article acknowledges and discusses possible objections or alternative approaches	Mention of limitations is more systematic in quantitative fields. Theoretical evaluation of alternative viewpoints appears primarily in Phil articles
Consistency with Methodology	Conclusions are evaluated based on whether they align with the limitations and capacities of the methodology used	A common issue is the overinterpretation of results from small samples or case studies. Balance is needed between theoretical generalizations and the methodological framework

The analysis of C2 – Consistency of Conclusions with Research Goals and Data highlights its horizontal significance across academic fields, while also revealing nuanced differences shaped by the nature of each discipline. Integrating this criterion into an evaluation model for scholarly publications strengthens scientific validity and helps prevent critical reasoning flaws. First, C2 acts as a bridge between all research stages, from the formulation of aims to methodology and data analysis. A clear mechanism to assess alignment ensures systematic and evidence-based quality evaluation. Second, modeling this criterion enhances the reliability of assessments by reducing the likelihood of endorsing studies based on arbitrary or weak analyses. As emphasized by researchers [29, 33], conclusions must logically follow from goals and data, making this criterion essential for scientific coherence and transparency. Third, incorporating C2 into evaluation tools offers guidance to authors, encouraging well-structured conclusions and avoiding overinterpretation, as underscored by Haines et al. [31]. Challenges include subjectivity in defining coherence, particularly in theoretical fields such as Philosophy, and the diversity of article types within disciplines. For example, in Communication, coherence often relates to narrative structure, while in LIS, it leans on statistical validity.

Moreover, there's a lack of concrete tools to support reviewers in evaluating consistency. Although the literature suggests conceptual approaches such as Aggarwal's "consistency chain" [33], standardized implementation is rare. Comparative literature reinforces the criterion's importance. Researchers [31, 33] view consistency as central to writing decisions, and stress the importance of limiting conclusions to what the data justify [29]. Nicholas and Gordon [34] emphasize narrative unit, a core aspect of C2. Ultimately, consistency between conclusions, goals, and data is critical for scientific rigor and offers strong potential as a structural criterion in evaluation models. To fully harness its value, it must be supported by clear, field-specific indicators that promote objectivity and practical use.

Table 5. *C3 - Clarity and Readability of the Evaluated Article*

CPE	**C3 - Clarity and Readability of the Evaluated Article**				
Science	**LIS**	**Phil**	**His**	**Com**	**Total**
x̄	4,9	4,9	4,9	4,7	**4,85**
Med	5	5	5	4	**5**
Mo	6	5	5	4	**6**
Σ (x̄ + Med + Mo)	**15,9**	**14,9**	**14,9**	**12,7**	**15,85**
σ	1,12	1,07	1,45	1,13	**1,17**
Final Value = Σ (x̄ + Med + Mo) – σ	**14,78**	**13,83**	**13,5**	**11,57**	**14,67**
Mapping to a 7-Point Importance Scale	**5,17**	**4,84**	**4,73**	**4,04**	**5,13**

C3 – Clarity and Readability of the Evaluated Article is overall assessed as having moderate to significant importance. LIS records the highest final score (5,17), while Communication ranks lowest (4,05), indicating that it places comparatively less emphasis on this criterion. Philosophy shows the highest agreement among reviewers, in contrast to History, which displays the most significant variability (σ=1,45). The most frequent score in LIS (6) reflects a higher perceived importance by many reviewers. These findings highlight the need for field-specific clarity standards tailored to the character and style of each academic discipline.

The benefits and limitations of modeling C3 – Clarity and Readability of the Evaluated Article can be summarized as follows: Among the benefits, the presence of shared features across disciplines provides a strong foundation for creating a unified evaluation framework focused on language clarity, structural organization, readability, and adherence to journal guidelines. Differences between fields also allow for specialization, making the model both adaptable and dynamic. For example, the suggestion from LIS to evaluate specific sections of an article in greater detail could be extended across disciplines to support more granular assessments. However, some limitations remain. Fields such as History and Philosophy often lack explicitly defined technical criteria, which can complicate standardization. Additionally, varying tolerance for language errors can lead to inconsistencies in how the criterion is applied, especially in international contexts where linguistic precision strongly affects readability. Findings from this study align closely with literature.

Table 6. *Proposed Modeling Framework for the 3rd Criterion*

Proposed Modeling Framework for the 3rd Criterion: Clarity and Readability of the Evaluated Article			
Evaluated Dimension	**Sub-dimension**	**Description**	**Common & Specific Points**
1. Language Clarity	1.1 Linguistic Precision & Clarity	The language is clear, free from ambiguities, and avoids specialized terminology without explanation	Common across all fields
	1.2 Grammatical Accuracy	Assesses the impact of language errors on the reader's understanding of the text	Common across all fields with slightly greater tolerance in LIS and Com
	1.3 Tone & Style	Appropriate academic language, neither overly informal nor unnecessarily complex	Common across all fields
2. Structure & Organization	2.1 Logical Arrangement of Sections	Adherence to basic academic structure (introduction, method, results, conclusions where applicable)	Common across all fields
	2.2 Structural Elements (Headings, Paragraphs)	Use of clear, functional sub-sections and transitions to ensure coherence	Common across all fields
	2.3 Argument Coherence	The argument is developed logically and progresses in a clear, structured manner.	Especially in Phil and His
3. Readability	3.1 Suitability for the Journal's Audience	The article aligns with the knowledge level and disciplinary focus of the journal's readership	Especially in LIS and Com
	3.2 Use of Visuals (Graphs, Tables, Figures)	Visual elements enhance comprehension and are appropriately placed and well-documented	Common across all fields –more pronounced in LIS
	3.3 Compliance with Journal Guidelines	The article adheres to formatting, word count, language, and presentation requirements specified by the journal	Common across all fields
4. Guided Evaluation	4.1 Comments & Suggestions for Improvement	Reviewers offer constructive feedback to enhance the clarity and communicative effectiveness of the article (Aggarwal et al., 2022).	Common across all fields

Clarity as a pillar of scientific value is recognized across all fields [29]. Readability as a factor of accessibility is particularly emphasized in Communication and Library and Information Science, especially regarding tables, visuals, and technical phrasing [35]. The advisory role of reviewers in improving article quality is reflected in their comments and suggestions [33], while compliance with journal standards is a common requirement and useful modeling tool [38]. Clarity and readability are not peripheral, but core indicators of an article's quality, impact, and scientific influence.

Table 7. *C4 - Balance and Accuracy of Bibliographic References*

CPE	**C4 - Balance and Accuracy of Bibliographic References**				
Science	**Phil**	**His**	**LIS**	**Com**	**Total**
x̄	5,85	5,45	4,5	3,8	**4,9**
Med	7	6,5	4	4	**4,5**
Mo	7	7	3	3	**7**
Σ (x̄ + Med + Mo)	**19,85**	**18,95**	**11,5**	**10,8**	**16,4**
σ	1,81	1,99	1,57	1,01	**1,78**
Final Value = Σ (x̄ + Med + Mo) – σ	**18,04**	**16,9**	**9,93**	**9,79**	**14,61**
Mapping to a 7-Point Importance Scale	**6,31**	**5,93**	**3,47**	**3,42**	**5,11**

Philosophy records the highest average score (5,85) and final value (6,31), followed by History (avg. 5,45, final 5,94), indicating that the Humanities place strong emphasis on balanced and high-quality use of references. In contrast, Communication (avg. 3,8, final 3,42) and LIS (avg. 4,5, final 3,47) assign less importance to this criterion. Median and most frequent values in the Humanities (up to 7) further confirm this trend, while the low variability in Communication (σ= 1,01) suggests reviewer agreement, despite the lower scores. Overall, solid bibliographic support is a key quality indicator in Philosophy and History, unlike the weaker referencing practices and possible lower theoretical emphasis observed in Communication and LIS. The need to improve referencing standards in these latter fields is clear, particularly in the context of developing a unified evaluation framework.

Table 8. *Proposed Modeling Framework for the 4th Criterion*

Proposed Modeling Framework for the 4th Criterion: Balance and Accuracy of Bibliographic References		
Evaluated Dimension	**Description**	**Common & Specific Points**
Topical and Temporal Relevance	References are meaningfully related to the research subject and include recent and/or foundational works	All fields agree on the importance of citations being "relevant, recent, and accessible" LIS and Com place particular emphasis on recency due to the fast pace of developments in their domains
Completeness and Representativeness	Key and classic works are included, with no major omissions of significant contributions	In His and Phil, there is heightened attention to referencing classical and foundational sources. LIS emphasizes the integration of both foundational and recent sources.
Balance of References	Excessive self-citation is avoided and opposing or alternative views are acknowledged	All fields reject "excessive, limited, or biased referencing" Phil and LIS especially emphasize the importance of fair representation of alternative perspectives
Accuracy and Correctness	References are accurate, complete, and clearly correspond to the claims made in the article	His and Phil emphasize technical precision (e.g., footnotes, translations, phrasing), while Com focuses on alignment between citations and the article's arguments
Compliance with Ethics and Anonymity	References do not reveal the author's identity (in blind review processes) and provide appropriate credit to third parties	Phil places particular emphasis on protecting anonymity in citations. All fields stress the importance of fair and proper attribution
Functionality and Economy of References	Citations strengthen the argumentation, avoiding vague or insufficient references	All fields agree that references must clearly support the article's claims. Phil places particular emphasis on substantiating lines of reasoning

Integrating C4 – Balance and Accuracy of Bibliographic References into article evaluation models is both valuable and complex, particularly when considered across LIS, Communication, History, and Philosophy, and considering existing literature. One major benefit is that it serves as a qualitative marker of scholarly competence. Scholars [33] argue that references should reflect not only familiarity with prior work but also conceptual synthesis and targeted justification. This enables evaluators to detect theoretical gaps or weak disciplinary foundations. Another strength lies in promoting transparency and credibility in scholarly argumentation. Bonaccorsi [30] stresses that citations should substantiate claims and avoid poorly chosen or irrelevant sources, helping prevent "citation inflation" and encouraging precise, justified referencing. Still, modeling this criterion poses challenges. The idea of balance varies by field. in Philosophy, it may involve broad historical coverage and interpretive range, whereas in Communication and LIS, emphasis falls on recency, relevance, and retrievability. Additionally, there's no standardized method to quantify reference quality. Researchers [34] call for assessing the "logical flow and completeness" of references but provide no concrete metric, making human judgment essential, yet potentially inconsistent. Literature also highlights the need to prioritize primary, foundational, and authoritative sources over marginal or purely secondary ones, a distinction especially critical in History, where expert judgment is key. Despite differences, all disciplines recognize the value of bibliographic integrity, supporting both cross-disciplinary standards and field-specific flexibility. When clearly defined, this criterion enhances theoretical depth, methodological soundness, and argumentative clarity.

Table 9. *C5- Compliance with Ethical Standards of Research*

CPE	**C5- Compliance with Ethical Standards of Research**				
Science	**His**	**LIS**	**Com**	**Phil**	**Total**
x̄	5,95	5,6	5,1	4,95	**5,4**
Med	7	5	5	5	**5**
Mo	7	7	5	5	**5**
Σ (x̄ + Med + Mo)	**19,95**	**17,6**	**15,1**	**14,95**	**15,4**
σ	1,54	1,43	0,79	1,32	**1,32**
Final Value = Σ (x̄ + Med + Mo) – σ	**18,41**	**16,17**	**14,31**	**13,63**	**14,07**
Mapping to a 7-Point Importance Scale	**6,44**	**5,65**	**5,00**	**4,77**	**4,92**

C5 - Compliance with Ethical Standards of Research is considered important overall but shows notable variation across disciplines. History records the highest average (5,95) and final score (6,44), reflecting strong adherence to ethical norms. LIS follows (avg. 5,6, final 5,66), while Philosophy scores lowest (avg. 4,95, final 4,77), suggesting looser application or a different conceptual approach to ethics. Communication falls in between (avg. 5,1, final 5,01). History stands out with a median and mode of 7, indicating high reviewer agreement. In contrast, Philosophy and Communication show median and mode at 5, signaling more cautious evaluations. Despite its importance, ethical compliance lacks uniform application and requires tailored

indicators based on research type and disciplinary context.

Table 10. *Proposed Modeling Framework for the 5th Criterion*

Proposed Modeling Framework for the 5th Criterion: Compliance with Ethical Standards of Research		
Evaluated Dimension	**Description**	**Common & Specific Points**
Ethics Committee Approval	Refers to documented approval or a justified exemption from a relevant ethics review board. For example, it checks whether there is an official reference to such a body and/or whether the decision not to submit the study for ethical review is adequately explained	All fields agree on the need for an explicit reference to research ethics committee approval, where required, and for documented informed consent from participants
Informed Consent	Describes consent procedures free from coercion. Indicates whether and how participants' voluntary consent was obtained	Across all four academic fields, the ethical aspect of informed consent is considered fundamental to scientific validity
Data Management and Protection	Implementation of practices to protect personal data, including pseudonymization and anonymity. Describes the nature and storage of data, ensuring privacy is safeguarded	Maintaining ethical integrity, confidentiality and sensitivity to systemic biases are broadly accepted requirements across all fields, in line with the principles of COPE (Committee on Publication Ethics)
Transparency and Open Science	Providing access to data, code, and analytical procedures where possible. For example, files and appendices are shared and they are available to readers or reviewers	This is most evident in His, where transparency and data availability are emphasized, but it is a criterion that can be applied across all disciplines
Conflict of Interest	A complete and honest declaration by the authors, clearly stating any potential financial or personal interests	This dimension is applicable across all academic fields
Academic Integrity	Avoidance of plagiarism, data fabrication/falsification, bias, or concealment of negative results. Proper attribution of sources is ensured. Critical question for peer revieers: are there signs of manipulation or selective reporting?	There is a shared emphasis across all fields on preventing unethical practices such as plagiarism, fraud, duplicate publication, and rejecting articles that violate ethical standards
Conscious Bias Evaluation	Identification of institutional and/or systemic biases, with authors engaging in critical reflection. There should be awareness of potential bias or selective reporting	Sensitivity to systemic bias is especially evident in Com, but it is a broadly accepted requirement across disciplines, in alignment with COPE principles
Journal's Ethical Guidelines	The article complies with the publisher's or journals stated ethical and integrity policies. There should be a clear reference to the journal's ethical standards and/or adherence to COPE best practices	This applies to all academic fields

The discussion on C5 – Compliance with Ethical Standards of Research highlights ethical integrity as a fundamental and non-negotiable condition for the acceptance of scientific work. Comparative analysis across History, Philosophy, Communication, and LIS reveals disciplinary differences in application, but a shared recognition of its core value. Literature strongly supports this criterion. It emphasizes that ethics approval and informed consent are essential, not as formalities but as part of a researcher's responsibility toward participants, the public, and the scientific community [33]. Additionally, it stresses transparency as essential for both ethics and reproducibility [29]. A key strength of this criterion is its potential for relatively objective assessment through documentation, such as ethics approval letters, consent statements, conflict of interest declarations, and data availability, which enhances both trust in the study and its scientific validity, particularly in research involving human or sensitive social subjects. However, challenges remain. Ethical norms vary across disciplines, and in theoretical fields like Philosophy, where human participants are rare, ethical requirements are less formalized, complicating standardization. As scholars note, ethical evaluation must go beyond protocols, addressing systemic biases like the suppression of negative results or confirmation bias [38]. Open science also plays a vital role, with scholars advocating for the publication of raw data and alternative analyses to strengthen ethical responsibility [35]. Literature adds that journal policies themselves should be assessed, placing institutional accountability at the forefront [37]. C5 is a multidimensional criterion with normative weight and universal relevance. Its integration into evaluation models enhances transparency and integrity but requires nuanced, context-sensitive implementation.

Table 11. *C6 - Reliability and Reproducibility of Methodology*

CPE	**C6 - Reliability and Reproducibility of Methodology**				
Science	**Com**	**LIS**	**His**	**Phil**	**Total**
x̄	4,8	5	4,55	4,1	**4,61**
Med	5	5	5	4	**5**
Mo	5	5	5	4	**5**
Σ (x̄ + Med + Mo)	**14,8**	**15**	**14,55**	**12,1**	**14,61**
σ	0,62	0,92	1,19	0,72	**0,92**
Final Value = Σ (x̄ + Med + Mo) – σ	**14,18**	**14,08**	**13,36**	**11,38**	**13,68**
Mapping to a 7-Point Importance Scale	**4,96**	**4,92**	**4,67**	**3,98**	**4,78**

The overall mean score of (x̄ =4,61) suggests that C6 - Reliability and Reproducibility of Methodology is considered of moderate to significant importance. The highest average is recorded in LIS (5), while Philosophy scores lowest (4,1), reflecting differing views on the criterion's relevance. Most fields show a median and mode of 5, indicating consistent recognition, except Philosophy (4), which suggests a more cautious stance. The low standard deviation overall (σ= 0,93), and especially in Communication (σ=0,62) and LIS (σ=0,92), reflects stable reviewer judgments. History receives the highest scaled score (6,44, very important), followed by LIS (5,66) and Communication (5,01). Philosophy again ranks lowest (4,77, moderate importance). The final weighted score across fields is 4,79, near the important threshold.

The review and discussion of key findings related to C6 – Reliability and Reproducibility of Methodology across four disciplines reveal both notable similarities and field-specific differences. These relate to the clarity, documentation, and replicability of methodological processes. Common ground includes a shared emphasis on detailed, transparent, and well-documented methodology to ensure replicability, aligning with standards set by many scholars [29, 33, 36]. All fields stress that studies must allow other researchers to

repeat the process and verify outcomes, echoing Davis et al. [35].

Table 12. *Proposed Modeling Framework for the 6th Criterion*

Proposed Modeling Framework for the 6th Criterion: Reliability and Reproducibility of Methodology		
Evaluated Dimension	**Description**	**Common & Specific Points**
Detailed Methodology Description	The methodology must be clearly and sufficiently detailed to allow replication by other researchers	Common across all fields
Study Design Allowing Replication	The study design and structure should allow repetition with similar results	Common across all fields
Experimental Approach and Sampling	Emphasis on repeated analyses, experiments, and proper sampling to ensure reliability	Present in most fields. His and LIS emphasize experiments and sampling techniques
Validity and Reliability of Conclusions	Assesses whether conclusions are logically and adequately supported by the data	Shared emphasis. All domains link interpretation of conclusions to methodological soundness
Link with Argument or Theoretical Basis	The methodology is assessed alongside the article's argumentation	Field-specific in His where methodology is tied to the strength of the presented argument
Logical Justification of Interpretation	Data interpretation must be logical and well-justified	Field-specific in Phil where justification is treated as a fundamental methodological element
Method–Question Alignment	Methods must be appropriate for the research question	Field-specific in Com where emphasis on matching method to research objective
Documentation of New Methods	New or original methods must be explained thoroughly	Field-specific in LIS
Ethical Approval Reference	Evaluation includes whether ethical approval for the methodology is mentioned	Specifically emphasized in Com
Bias Detection	Potential biases affecting design or conclusions are identified	Explicitly mentioned in His and Com

There is also consensus that methodology must logically connect to research questions and goals, showing that it is an integral, not isolated, part of the research logic. Disciplinary differences emerge in how methodology is interpreted and applied. In History, emphasis is placed on argumentative soundness and adherence to scholarly conventions, with less focus on technical reproducibility. In Philosophy, reproducibility is understood as logical consistency and re-traceability of reasoning rather than empirical repetition, given the field's conceptual nature. Communication stresses empirical grounding, clear methodological structure, sampling procedures, and alignment with research questions, practices that directly reflect scholars' views [36]. LIS highlights technical completeness, especially in detailing tools, software, protocols, and new methods. While reliability and reproducibility are valued across all fields, their interpretation varies. Empirical domains demand methodological precision, whereas theoretical disciplines prioritize coherence and justification. These findings, supported by literature, underscore the need for tailored yet consistent evaluation criteria across research domains.

Table 13. *C7- Significance of the Quality and Clarity of Tables, Graphs and Figures*

CPE	**C7- Significance of the Quality and Clarity of Tables, Graphs and Figures**				
Science	**LIS**	**His**	**Com**	**Phil**	**Total**
x̄	5,05	4,8	4,1	4	**4,48**
Med	5	5,5	4	4	**5**
Mo	6	6	5	4	**5**
Σ (x̄ + Med + Mo)	**16,05**	**16,3**	**13,1**	**12**	**14,48**
σ	0,94	1,54	0,91	0,73	**1,14**
Final Value = Σ (x̄ + Med + Mo) – σ	**15,11**	**14,76**	**12,19**	**11,27**	**13,34**
Mapping to a 7-Point Importance Scale	**5,28**	**5,16**	**4,26**	**3,94**	**4,67**

C7 – Significance of the Quality and Clarity of Tables, Graphs, and Figures, which concerns the quality of visual elements, is rated as important in LIS (Mean: 5,05, Final Score: 5,29) and History (Mean: 4,8, Final Score: 5,17), while in Philosophy it is considered of moderate significance (Mean: 4, Final Score: 3,94). The medians and most frequent values confirm this differentiation, reaching up to 6 in the first two fields. Philosophy shows the lowest standard deviation (0.73), indicating greater consistency among reviewers. Overall, the criterion is seen as important when visual presentation enhances understanding, but its weight should be adapted to each disciplinary context.

The analysis of C7 - Significance of the Quality and Clarity of Tables, Graphs, and Figures, reveals both strong advantages for modeling and challenges requiring consideration. All four fields agree that visual elements are not decorative but functional tools that enhance clarity, comprehension, accessibility, and persuasiveness. This consensus allows the articulation of general modeling principles, including accuracy, contribution to understanding, proper labeling, and avoidance of redundancy. Literature supports these principles by highlighting that graphics emphasize findings of particular importance, contributing to scientific impact [33]. Dhillon argues that figures should be self-contained and understandable without referencing the main text, a key quality criterion [29]. Additionally, scholars stress that layout and labeling strongly influence article assessment [36], while they maintain that visuals should interact with the narrative to enhance coherence [34]. Despite convergence, discipline-specific differences require a flexible model. In History, emphasis is placed on numerical accuracy and ethical image use, addressing manipulation or unauthorized reuse. Philosophy prioritizes accessibility, advocating the use of alt text, especially for disabled readers.

Table 14. *Proposed Modeling Framework for the 7th Criterion*

Proposed Modeling Framework for the 7th Criterion: Significance of the Quality and Clarity of Tables, Graphs and Figures		
Evaluated Dimension	**Description**	**Common & Specific Points**
Contribution to understanding and readability	Visual elements should enhance the clarity and comprehension of the content	Common across all fields
Accuracy and correctness of visual elements	All visual data must be accurate and properly labeled	Common across all fields
Visual elements must have functional value, not decorative	Charts and tables should add value and not be superfluous	Common across all fields
Self-sufficiency of visual elements, without reliance on the main text	Each figure should be understandable on its own, without depending on the main text	Literature reference – Dhillon (2021) /could be applied in all fields
Ethical use of images and avoidance of manipulation	Image manipulation or unauthorized reuse must be avoided	Discipline-specific – His
Accessibility through alt text	Alt text must be included to enhance accessibility	Discipline-specific – Phil
Potential for Improvement and Statistical Accuracy	The presentation must allow for enhancements that increase clarity and statistical consistency	Discipline-specific – Com & LIS
Logical Arrangement and Labeling	Figures must be organized in a logical sequence and properly labeled	Literature-based finding – Brown et al. (2017) / could be applied in all fields
Interaction with the Article's Narrative	Figures and tables should align with the flow of the article's narrative rather than simply repeating it	Literature-based finding – Nicholas & Gordon (2011) /could be applied in all fields

Communication and LIS stress improvability and statistical accuracy, indicating a more technical and empirical orientation (e.g., "whether data can be improved for clarity" or "whether visual statistics are represented accurately"). Therefore, while the criterion is universally accepted, modeling must be adaptable. General dimensions, clarity, accuracy, functionality, should coexist with field-specific indicators such as accessibility or statistical formatting. Ultimately, literature affirms this approach promotes transparency, comparability, and scientific quality, despite its complexity [29, 34, 36].

Table 15. *C8- Relevance and Originality of the Research Question or Topic*

CPE	**C8- Relevance and Originality of the Research Question or Topic**				
Science	**His**	**LIS**	**Com**	**Phil**	**Total**
x̄	4,55	5,1	4,45	4,6	**4,67**
Med	5	4,5	4	4	**4**
Mo	5	4	4	4	**4**
Σ (x̄ + Med + Mo)	**14,55**	**13,6**	**12,45**	**12,6**	**12,67**
σ	1,54	1,21	0,83	1,35	**1,252747**
Final Value = Σ (x̄ + Med + Mo) − σ	**13,01**	**12,39**	**11,62**	**11,25**	**11,42**
Mapping to a 7-Point Importance Scale	**4,55**	**4,33**	**4,06**	**3,93**	**3,99**

C8- Relevance and Originality of the Research Question or Topic is generally evaluated positively (mean score: 4,675), though it is not ranked among the top priorities. The highest average score is observed in LIS (5,1), followed by Philosophy (4,6), History (4,55), and Communication (4,45). The median and most frequent values mostly hover around 4, indicating a moderate level of importance, with History being the only field showing a slightly higher median (5). The average standard deviation (1,25) reveals some divergence in evaluations, particularly in History and Philosophy. The final conversion to a 7-point scale (3,99) places the criterion within the medium importance category. Overall, it is considered important but not critical.

Table 16. *Proposed Modeling Framework for the 8th Criterion*

Proposed Modeling Framework for the 8th Criterion: Relevance and Originality of the Research Question or Topic			
Evaluated Dimension	**Sub-dimension**	**Description**	**Common & Specific Points**
1. Relevance	1.1 The topic is directly related to the journal's field	It addresses current trends and uses keywords associated with the discipline	Common across all fields
	1.2 The research question addresses scientific and/or practical problems	It clearly articulates the research problem and relates to ongoing scientific debates	Applies to His, LIS, Com
	1.3 Addresses a well-documented research need	There is an introduction that demonstrates a gap in the literature or insufficient coverage of the topic	Applies to Phil, LIS
2. Originality	2.1 Introduces new ideas, questions, or methodological approaches	Describes a "new" element in relation to the literature; articulates a different approach	Common across all fields
	2.2 Differs from existing studies	Explicit reference to previous works, clearly demonstrating where the study differs	Common across all fields
	2.3 Demonstrates innovation through comparative justification	References to recent, reputable literature to highlight the difference or improvement	Applies to Phil, Com, LIS
	2.4 Measurable innovation, where applicable	Assessment through tools such as Scopus, Web of Science, citation analysis	Applies to LIS
3. Scientific Value	3.1 The study advances knowledge in the field	Highlights how the article contributes to a theoretical or practical level	Common across all fields
	3.2 The work demonstrates epistemological/conceptual progress	Identified through evaluations "progress" or the introduction of a "new way of thinking"	Applies to Phil, His
4. Review	4.1 Provision of comments	Reviewers offer	Applies to

Process	and constructive feedback by reviewers	well-documented improvement suggestions based on identified strengths and weaknesses	LIS
	4.2 Documentation of originality through the introduction or dedicated section	This evaluates whether the introduction identifies the research need, presents previous work, and highlights the innovative element	Applies to Com, Phil, LIS

The comparative analysis of C8 "Relevance and Originality of the Research Question or Topic" across History, Philosophy, Communication, and LIS reveals both convergence and divergence in evaluative practices. A major point of consensus is the universal acceptance of originality as indispensable: all four disciplines demand that research introduce new perspectives or approaches, a view strongly supported by Dhillon, who emphasizes originality as a critical and measurable evaluative standard [29]. Similarly, relevance emerges as a foundational requirement, even if not always explicitly named. This aligns with bibliographic evidence that relevance underpins the assessment of scholarly work.

Another shared feature is the link between originality and topicality, with evaluators expecting engagement with recent, authoritative scholarship. This reflects scholars' claim that innovation is meaningful only when situated within contemporary debates [29, 30]. Moreover, three fields, namely Philosophy, Communication, and LIS, stress the importance of a structured introduction to document gaps and justify originality, fostering transparency, whereas History relies more on holistic judgment at the review's conclusion.

The differences are most pronounced in LIS, which uniquely integrates citation-based tools, e.g., Scopus, Web of Science, to measure originality. While this enhances objectivity and comparability, it risks undervaluing less visible yet innovative contributions, particularly in the humanities. LIS also stands out for its guiding evaluative function, where reviewer feedback is positioned not merely as judgment but as a developmental tool. This contrasts with the more summative stance in other fields.

Overall, the findings highlight a shared evaluative backbone, namely relevance, originality, and scientific contribution, while also pointing to disciplinary distinctions that suggest pathways for more nuanced and supportive evaluation models [29, 30].

Table 17. *C9- Optimization of the Title, Abstract and Keywords for Search Engines*

CPE	**C9- Optimization of the Title, Abstract and Keywords for Search Engines**				
Science	**LIS**	**Com**	**Phil**	**His**	**Total**
x̄	5,15	4,55	4,35	3,4	**4,36**
Med	5	4,5	4	3	**4**
Mo	6	5	4	3	**4**
Σ (x̄ + Med + Mo)	**16,15**	**14,05**	**12,35**	**9,4**	**12,36**
σ	1,27	0,83	1,42	0,94	**1,27**
Final Value = Σ (x̄ + Med + Mo) – σ	**14,88**	**13,22**	**10,93**	**8,46**	**11,08**
Mapping to a 7-Point Importance Scale	**5,20**	**4,62**	**3,82**	**2,96**	**3,87**

C9 – Optimization of the Title, Abstract, and Keywords for Search Engines is rated as moderately important overall, with an average score of 4,36. Variation across fields is notable. History scores low (3,4), while LIS scores highest (5,15), viewing it as important to very important. The median and most frequent value is 4 in most domains, though extremes range from 3 (History) to 6 (LIS). The overall standard deviation is 1,28, indicating moderate agreement; Communication shows the most consistency (0,83), and Philosophy the least (1,42). The final score, 3,88, falls slightly below the significant threshold. Only LIS exceeds 5, while History remains the least aligned. Overall, SEO-related criteria are moderately valued, especially in technical fields, but require tailored evaluation in more traditional disciplines.

Table 18. *Proposed Modeling Framework for the 9th Criterion*

Proposed Modeling Framework for the 9th Criterion: Optimization of the Title, Abstract and Keywords for Search Engines		
Evaluated Dimension	**Description**	**Common & Specific Points**
Accuracy and Representativeness of the Title	The title must accurately reflect the topic and the research question of the article. As the first point of contact, it should include keywords relevant to the subject	Common across all fields: There is a shared requirement for clarity, representativeness, and inclusion of critical SEO terms
		Field-specific: Com and LIS emphasize the importance of aligning the title with the type of study
Clarity, Conciseness, and Completeness of the Abstract	The abstract should clearly summarize the key aspects of the study (objectives, methodology, main findings) without exaggeration. It functions as an independent tool for understanding and discovering the article	Common across all fields: Emphasis on accuracy and fidelity to the content
		Field-specific – Phil: Focus on aligning the abstract with the introduction and conclusions to enhance discoverability
		Field-specific – His: Emphasis on compliance with technical criteria such as word count limits
Accuracy and Strategic Selection of Keywords	Keywords should align with the research topic and facilitate the article's discoverability through search engines	Common across all fields: Emphasis on accuracy and relevance to the article's content
		Field-specific – LIS: Focus on SEO techniques and alignment with the research question
		Field-specific – Phil: Emphasis on accessibility and the article's overall visibility

The integration of C9 – Optimization of the Title, Abstract, and Keywords for Search Engines into an article evaluation model presents significant advantages, alongside challenges that must be addressed. Benefits include enhanced discoverability and dissemination, recognizing that article success depends not only on internal quality but also on visibility. Alignment of the title, abstract, and keywords with SEO principles, as emphasized by the literature [36, 38], modernizes evaluation systems for today's digital academic ecosystem. The criterion supports assessing communication effectiveness; Scholars argue that the abstract is an autonomous tool for increasing readership and citations [33]. Accurate keyword selection further links article content with search queries, boosting relevance. It also enables

standardization across fields regardless of methodology. Fields like History, Communication, and LIS highlight the need to optimize metadata, making the criterion broadly functional. Challenges include subjectivity, namely evaluators' perceptions of clarity or SEO suitability may vary by discipline or personal style. As literature suggests, balancing scientific precision and readability often requires training. Also, familiarity with SEO tools is not universal, particularly in fields like Philosophy or History, limiting criterion applicability when journal policies do not support it. A further risk is over-technocratization. Over-optimizing for search visibility may prioritize trendy keywords over academic rigor, potentially diluting originality and scientific identity. Incorporating this criterion modernizes and adds strategic depth to scientific evaluation. However, it must be supported by clear application guidelines, evaluator training, and careful balancing of visibility with scholarly integrity to avoid undermining academic values.

Table 19. *C10- Effectiveness of the Introduction in Establishing Research Framework, Originality, and Aims*

CPE	**C10- Effectiveness of the Introduction in Establishing Research Framework, Originality, and Aims**				
Science	**LIS**	**Phil**	**His**	**Com**	**Total**
x̄	4,95	4,1	3,5	3,75	**4,07**
Med	5	4	4	4	**4**
Mo	4	4	4	3	**4**
Σ (x̄ + Med + Mo)	**13,95**	**12,1**	**11,5**	**10,75**	**12,07**
σ	1,15	1,07	1,15	0,85	**1,17**
Final Value = Σ (x̄ + Med + Mo) – σ	**12,8**	**11,03**	**10,35**	**9,9**	**10,90**
Mapping to a 7-Point Importance Scale	**4,48**	**3,86**	**3,62**	**3,46**	**3,81**

C10- Effectiveness of the Introduction in Establishing Research Framework, Originality, and Aims is rated at the upper edge of moderate importance, with an overall average of 4,075. The highest score appears in LIS (4,95), indicating strong appreciation of the introduction's role. The median and most frequent score are both 4, showing general agreement among reviewers. The overall standard deviation is 1,17, suggesting moderate variability; Communication shows the most consistency (0,85), while History and LIS both register higher variability (1,15). The final 7-point scale score is 3,82, placing the criterion just below moderate significance. LIS stands out (4,48), nearly reaching the important range, while Communication is slightly lower (3,47). Overall, the introduction is viewed positively but not critically, with its value varying across fields, most notably emphasized in LIS for its role in defining scope and innovation.

Table 20. *Proposed Modeling Framework for the 10th Criterion*

Proposed Modeling Framework for the 10th Criterion: Effectiveness of the Introduction in Establishing Research Framework, Originality, and Aims			
Evaluated Dimension	**Sub-dimension**	**Description**	**Common & Specific Points**
1. Framing the Research	1.1 Definition of framework and relevance	The introduction clearly establishes the theoretical or practical framework and explains why research is important	Common: All disciplines agree on the need for a theoretical framework (Aggarwal et al., 2022) Specific: In Phil and Com, this is linked to audience targeting
	1.2 Link to existing problems or scientific questions	The study is positioned within an existing need or scholarly discussion in the field	Common: All disciplines require contextual grounding Specific: In Com, there's an expectation to link the topic with public/social discourse
2. Originality and Knowledge Gaps	2.1 Identification of knowledge gap or issue	The introduction convincingly shows where the issue has not been addressed and how the study intervenes	Common: All fields expect a literature review to identify the gap Specific: Phil – emphasis on theoretical contribution; LIS – focus on identifying missing references
	2.2 Statement of innovation or added value	The introduction clarifies the study's contribution (theoretical, methodological, or practical)	Common: Clear statement of the contribution is required Specific: Phil – emphasis on conceptual differentiation; LIS – alignment with results; His – less structured, more judgment-based justification
3. Aims and Research Questions	3.1 Clear statement of objectives or hypotheses	The study's aims are explicitly presented without ambiguity	Common: All disciplines require clearly stated aims (Aggarwal et al., 2022) Specific: In Phil and Com, goal formulation is tied to rhetorical strategy and audience
	3.2 Link between aims, problem, and framework	The aims are logically integrated into the introduction's rationale.	Common: Coherence in the introduction is expected Specific: In LIS, emphasis is placed on aligning stated aims with findings and conclusions
4. Use of Literature	4.1 Reference to recent and relevant sources	The literature used is sufficient, valid, and up to date	Common: The importance of relevant literature is universally recognized Specific: In LIS, highly up-to-date references are expected, with more rigorous source evaluation
	4.2 Check for missing references or unsubstantiated claims	Critical omissions or insufficiently supported points are identified	Common: Proper reference is a core element of validity Specific: LIS emphasizes analytical coverage and relevance of sources; Phil and His assess literature more qualitatively and interpretively

The analysis of C10- Effectiveness of the Introduction in Establishing Research Framework, Originality, and Aims, in comparison with the literature [33], highlights critical aspects for shaping a reliable and cross-disciplinary

evaluation model. All fields agree that the introduction must clearly place the study within an appropriate theoretical or scientific framework, confirming scholars' assertion that the introduction sets the stage for the research [33]. Likewise, there is a common requirement for an explicit statement of objectives or research questions, which ensures transparency and facilitates understanding of the research intent [33]. The use of relevant literature, not necessarily exhaustive but sufficient, is also considered essential to justify the existence of a problem or knowledge gap that the study seeks to address. Moreover, the introduction does not merely function as a preamble, but as a strategic point for framing originality, clarifying the study's contribution compared to existing knowledge. Clarity, structure, and coherence are judged as core qualities of the introduction, as they define its informative and orienting role [33]. However, there are also notable differences. In Philosophy and Communication, particular emphasis is placed on audience targeting, embedding the introduction within a rhetorical framework. There is also a clear expectation for a structured format, ending with the articulation of research objectives. LIS emphasizes the critical selection of bibliographic sources, with an increased demand for recency and documentation, and highlights the alignment of the introduction's objectives with the study's findings, strengthening the article's internal consistency. In contrast, History presents a less structured approach, where final judgment prevails over initial grounding. The introduction is identified as a crucial part of the article, with fundamental shared requirements and specific disciplinary differences that can be incorporated into the proposed evaluation model.

Table 21. *C11- Coherence and Logic of the Article's Argument*

CPE	**C11- Coherence and Logic of the Article's Argument**				
Science	**His**	**LIS**	**Com**	**Phil**	**Total**
x̄	4,8	4,55	3,25	3,65	**4,0625**
Med	6	4	3	3	**3**
Mo	6	6	3	3	**3**
Σ (x̄ + Med + Mo)	**16,8**	**14,55**	**9,25**	**9,65**	**10,06**
σ	1,54	1,39	0,72	1,23	**1,38**
Final Value = Σ (x̄ + Med + Mo) – σ	**15,26**	**13,16**	**8,53**	**8,42**	**8,68**
Mapping to a 7-Point Importance Scale	**5,34**	**4,60**	**2,98**	**2,94**	**3,038**

C11- Coherence and Logic of the Article's Argument is evaluated differently across fields. The highest average score is observed in History (4,8), indicating strong emphasis on argumentative coherence, followed by LIS (4,55). In contrast, Philosophy (3,65) and Communication (3,25) show lower averages, resulting in an overall mean of 4,06, suggesting moderate significance. Median and mode values are highest in History and Information Science, while both are 3 in Philosophy and Communication, confirming a more reserved stance. Standard deviations range from 0,72 (Communication) to 1,54 (History), reflecting varying consensus. Only History rates the criterion as clearly important (5,34), while Philosophy and Communication remain at low levels (~2,95).

Table 22. *Proposed Modeling Framework for the 11th Criterion*

Proposed Modeling Framework for the 11th Criterion: Coherence and Logic of the Article's Argument		
Evaluated Dimension	**Description**	**Common & Specific Points**
Logical Alignment of Conclusions with Arguments and Evidence	The conclusions of the article should be firmly grounded in the arguments and evidence developed throughout the text. Strong, coherent reasoning is essential to ensure that conclusions are not only supported by data but also emerge logically from the progression of the argument	Common across all fields
Logical and Coherent Development of the Argument	The structure of the argument should be well-organized, coherent, and present a logical flow of ideas	Common across all fields
Dentification of Logical and Conceptual Fallacies	The argument should avoid unclear or invalid reasoning, factual errors, and unsound arguments	Common in Phil, Com, LIS
Well-Structured and Logically Developed Argument Without Exaggerated or Unjustified Conclusions	The argument should not lead to conclusions that are insufficiently supported by the presented data	Field-specific in His
Assessing Topic Alignment with the Journal's Profile as a Prerequisite for Argument Validation	Before evaluating the logical coherence and quality of the argumentation, it is essential to determine whether the research topic aligns with the mission and disciplinary focus of the journal. Thematic relevance serves as the initial filter that allows the argument to be meaningfully contextualized within the framework in which it will be read	In Com, alignment of the topic with the journal's purpose and focus is considered crucial for the validity of the argumentative approach
Consistency of Findings with the Author's Stated Expectations as an Indicator of Argumentative Reliability	The evaluation of scientific argumentation includes examining whether the study's findings are consistent with the declared aims and expectations of the author. A clear connection between objectives, results, and conclusions strengthens the logical validity of the argument and the transparency of the research process	In LIS this point is of particular importance, as such consistency enhances the credibility of the final conclusions

The modeling of C11- Coherence and Logic of the Article's Argument, offers notable advantages for cross-disciplinary evaluation, yet presents critical challenges. A key strength lies in the broad consensus across disciplines that an article's conclusions must align with the presented data and arguments. There is also shared recognition of the need for a logically structured and coherent argument, which enhances scientific communication. Furthermore, identifying unclear reasoning, factual errors, or invalid claims is considered essential in almost all domains, allowing these aspects to be integrated into a shared model. Literature supports these core expectations emphasizing that alignment between research questions, methods, findings, and conclusions is central to the logical integrity of a paper [31]. It also highlights the role of the introduction in establishing a logical foundation [33] and underscores the importance of sound and valid evidence for strong argumentation [29]. However, challenges arise from disciplinary differences. In History, reviewers stress avoiding unjustified conclusions, reflecting the field's emphasis on evidence-based interpretation. Philosophy focuses on conceptual clarity and the identification of ambiguities.

Communication introduces institutional context by evaluating topic alignment with a journal's mission. LIS emphasizes consistency between findings and the author's expectations. These divergences complicate a unified model. As scholars [34] warn, neglecting contradictions or alternative interpretations weakens an article's argument [34]. Therefore, modeling must be flexible, grounded in common standards like argument-data alignment, but adaptive to each discipline's unique evaluative lens, to ensure transparency and validity.

V. Conclusions

The identification and thematic analyses of criteria C1–C11 provide substantial insights into the research questions posed. Considering the uneven distribution and differentiation of sources across fields, we conclude that the findings clearly illustrate similarities across disciplines: all academic communities emphasize transparency, validity, coherence, and ethical integrity as fundamental elements of article evaluation. For example, both C1 (Adequacy of Data) and C2 (Consistency of Conclusions) reveal a cross-disciplinary commitment to logical alignment between evidence and claims. At the same time C3 (Clarity and Readability) and C7 (Tables and Figures) confirm universal expectations for accessible and well-structured communication.

Second, the analyses also reveal disciplinary differences in evaluative emphasis. Communication prioritizes ethical responsibility and narrative accessibility. Library and Information Science stresses methodological precision, bibliographic balance, and technical reproducibility. History emphasizes evidence-based interpretation and avoidance of unjustified conclusions. Philosophy values conceptual clarity and argumentative coherence over empirical reproducibility. These differences show that the epistemological traditions of each field shape evaluation processes.

Third, the review highlights how scientific culture is embedded in peer-review guidelines. Communication reflects its applied, socially engaged orientation through ethical standards and data transparency. History and Philosophy reveal more interpretive and judgment-based criteria, privileging conceptual soundness and historical breadth. Meanwhile, Library and Information Science, situated between the sciences and humanities, combines empirical rigor with theoretical synthesis. Thus, the evaluative frameworks are not neutral but mirror disciplinary identities.

Finally, the synthesis indicates that a common, interoperable, and unbiased review model is indeed feasible, provided it incorporates both shared foundations and adaptive flexibility. The core standards, reliability of data, logical consistency, ethical compliance, clarity of presentation, and bibliographic integrity, can serve as universal anchors. At the same time, field-specific indicators (e.g., citation-based innovation tools in Library and Information Science, narrative coherence in Communication, conceptual rigor in Philosophy, and evidential robustness in History) must be preserved to ensure disciplinary autonomy and methodological integrity.

In sum, they identify broad cross-disciplinary similarities, pinpoint distinct differences shaped by scientific cultures, and suggest how a balanced evaluation model can integrate both dimensions. What remains to be explored—potentially as a twelfth criterion—is the role of Artificial Intelligence in shaping evaluation processes, an emerging theme with insufficient bibliography but growing relevance for the future of peer review.

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Foteini Efthymiou, a Special Technical Laboratory Staff in the ALIS Department since 2019 and a PhD Candidate, supports lab work in cataloging and information literacy courses. She is a member of the Information Management Research Lab, participating in funded research. She worked as a librarian at the NTUA Central Library (1999–2019). She holds a bachelor's degree in Librarianship (T.E.I. of Athens, 1994-1998) and a Master of Arts in Librarianship (The University of Sheffield, UK, 2004-2005). Her research interests include media and information literacy, educational models and technologies, cataloging, and scholarly communication, with multiple conference presentations and published works.

Konstantinos Kyprianos

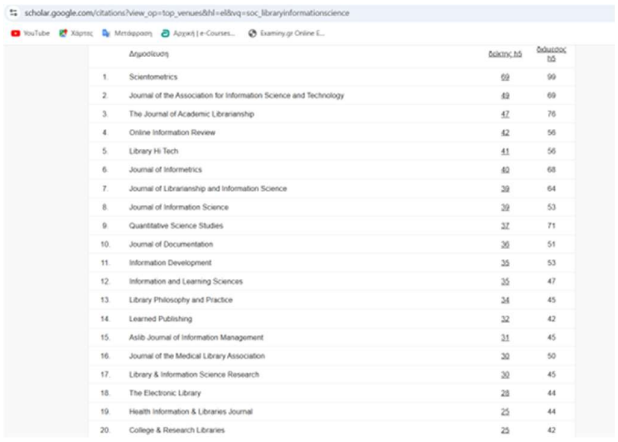
Konstantinos Kyprianos is an Associate Professor at the Department of Archival, Library & Information Studies of the University of West Attica. He holds a PhD in Library and Information Systems from the Ionian University and a degree in Librarianship from the TEI of Athens. He also has two postgraduate degrees, one in Informatics (University of Piraeus) and one in the Management of Cultural Units (Hellenic Open University). He has worked in various libraries of the private and public sector and participated in the NSRF 2007-2014 digital convergence program at the library of the University of Piraeus. His areas of scientific interest and publications are bibliographic description standards, semantic web, openly linked data, and digital libraries.

Dimitrios Kouis

Dr Dimitrios Kouis received his Diploma in Computer Engineering and Informatics from the University of Patras and his PhD from the National Technical University of Athens. He was the technical coordinator for various projects for the Hellenic Academic Libraries Link, from 2004 up to 2016. Currently, he is an Associate Professor and the President at the Archival, Library and Information Studies Department of the University of West Attica of Athens. He is also a member of the

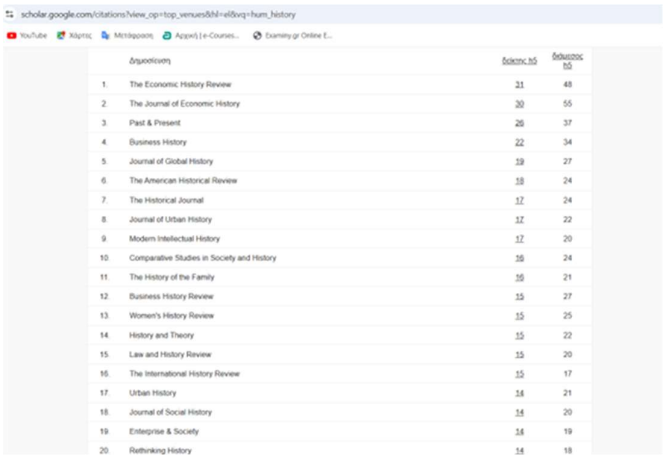
Information Management Research Lab. He has been involved in several European and national R&D projects in the fields of information technology (RACE II, ACTS, IST, FP6, FP7, H2020).

ANNEX



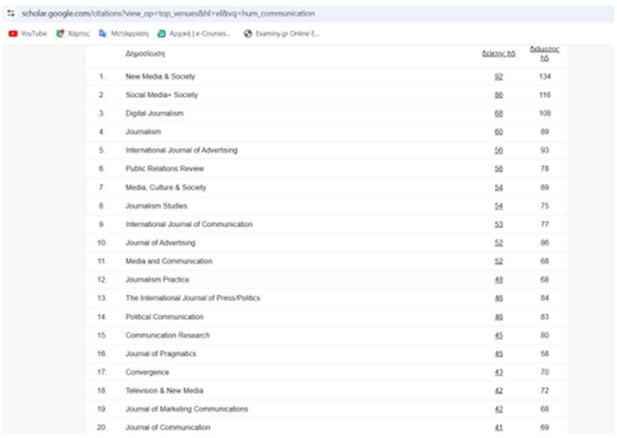
	Δημοσίευση	Δείκτης h5	Διάμεσος h5
1.	Scientometrics	69	99
2.	Journal of the Association for Information Science and Technology	69	69
3.	The Journal of Academic Librarianship	47	76
4.	Online Information Review	42	56
5.	Library Hi Tech	41	56
6.	Journal of Informetrics	40	68
7.	Journal of Librarianship and Information Science	39	64
8.	Journal of Information Science	39	53
9.	Quantitative Science Studies	37	71
10.	Journal of Documentation	36	51
11.	Information Development	35	53
12.	Information and Learning Sciences	35	47
13.	Library Philosophy and Practice	34	45
14.	Learned Publishing	32	42
15.	Aslib Journal of Information Management	31	45
16.	Journal of the Medical Library Association	30	50
17.	Library & Information Science Research	30	45
18.	The Electronic Library	28	44
19.	Health Information & Libraries Journal	25	44
20.	College & Research Libraries	25	42

Fig. 6*. Top 20 Journals in LIS according to Gogle Scholar Metrics.*



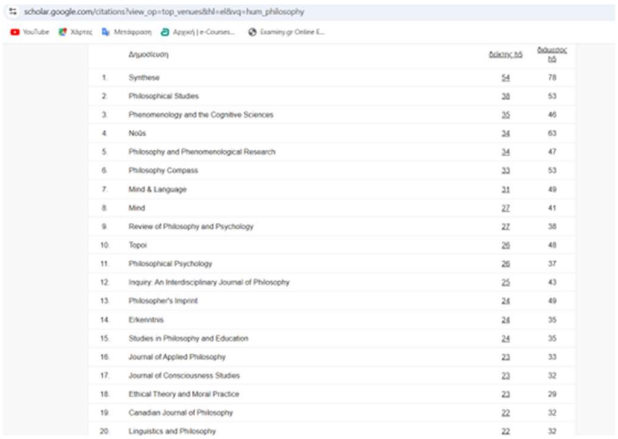
	Δημοσίευση	Δείκτης h5	Διάμεσος h5
1.	The Economic History Review	31	48
2.	The Journal of Economic History	30	55
3.	Past & Present	26	37
4.	Business History	22	34
5.	Journal of Global History	19	27
6.	The American Historical Review	18	24
7.	The Historical Journal	17	24
8.	Journal of Urban History	17	22
9.	Modern Intellectual History	17	20
10.	Comparative Studies in Society and History	16	24
11.	The History of the Family	16	21
12.	Business History Review	15	27
13.	Women's History Review	15	25
14.	History and Theory	15	22
15.	Law and History Review	15	20
16.	The International History Review	15	17
17.	Urban History	14	21
18.	Journal of Social History	14	20
19.	Enterprise & Society	14	19
20.	Rethinking History	14	18

Fig. 5*. Top 20 Journals in His according to Google Scholar Metrics.*



	Δημοσίευση	Δείκτης h5	Διάμεσος h5
1.	New Media & Society	92	134
2.	Social Media+ Society	86	116
3.	Digital Journalism	68	108
4.	Journalism	60	89
5.	International Journal of Advertising	56	93
6.	Public Relations Review	56	78
7.	Media, Culture & Society	54	89
8.	Journalism Studies	54	75
9.	International Journal of Communication	53	77
10.	Journal of Advertising	52	86
11.	Media and Communication	52	68
12.	Journalism Practice	49	68
13.	The International Journal of Press/Politics	46	84
14.	Political Communication	46	83
15.	Communication Research	45	80
16.	Journal of Pragmatics	45	58
17.	Convergence	43	70
18.	Television & New Media	42	72
19.	Journal of Marketing Communications	42	68
20.	Journal of Communication	41	69

Fig. 8. *Top 20 Journals in Com according to Google Scholar Metrics.*



	Δημοσίευση	Δείκτης h5	Διάμεσος h5
1.	Synthese	54	78
2.	Philosophical Studies	38	53
3.	Phenomenology and the Cognitive Sciences	35	46
4.	Noûs	34	63
5.	Philosophy and Phenomenological Research	34	47
6.	Philosophy Compass	33	53
7.	Mind & Language	31	49
8.	Mind	27	41
9.	Review of Philosophy and Psychology	27	38
10.	Topoi	26	48
11.	Philosophical Psychology	26	37
12.	Inquiry: An Interdisciplinary Journal of Philosophy	25	43
13.	Philosopher's Imprint	24	49
14.	Erkenntnis	24	35
15.	Studies in Philosophy and Education	24	35
16.	Journal of Applied Philosophy	23	33
17.	Journal of Consciousness Studies	23	32
18.	Ethical Theory and Moral Practice	23	29
19.	Canadian Journal of Philosophy	22	32
20.	Linguistics and Philosophy	22	32

Fig. 7*. Top 20 Journals in Phil according to Google Scholar Metrics.*