See the announcement below of interest to Division L members:

Education Policy Analysis Archives (EPAA) has just released a special issue on “The Future of Educational Research Journals.” The drive for “world class universities,” and the spread of research quality assessment exercises, foretell a contradictory future for higher education.  On the one hand, globalization increases the contact and sharing of information, values, and questions, and it promotes competition. Globalization may thus promote greater productivity on shared research agendas. However, there are unintended consequences in the promotion of a unified language of scholarship (usually English), and the concomitant promotion of certain research journals, which are sometimes even awarded "points" in research assessment exercises.

One consequence is that nearly all “ranked” journals are published in N. America and Europe. More worrisome, the drive for "world class" research courts homogenization if non-English literatures, and topics not of world-wide interest, lose out in a publishing regime that rewards “international” scholarship above all else. By awarding lower assessment scores, this classification may discourage local research that is inherently difficult to communicate to English-language readers.  
  
This call for papers will explore how research assessment exercises and ranking regimes are affecting scholarly journals globally. Do scholars seek to become public intellectuals and write for The Public when they must publish in a language unintelligible to their particular publics?  What topics have been lost in the move toward international scholarship? How have library budgets adjusted to the costs of the growing number of commercial journals that are charging ever higher subscription prices?  How has the focus of academic research changed in recent years as a consequence of these trends?   **About the Journal:** Celebrating its 20th year, EPAA is a peer-reviewed, open-access, international, multilingual, and multidisciplinary journal designed for researchers, practitioners, policy makers, and development analysts concerned with education policies. EPAA/AAPE accepts unpublished original manuscripts in English, Spanish and Portuguese without restriction as to conceptual and methodological perspectives, time or place.  
  
**Submission Information:** All manuscripts should be submitted electronically through the EPAA website and follow the Journal’s submission guidelines: <http://epaa.asu.edu/ojs/>. We will not consider manuscripts submitted for publication or published elsewhere.

**Deadline:** September 15th, 2013

**Publication date:** May 5th, 2014

**Guest Editor**: David Post, professor Penn State University [post@psu.edu](mailto:post@psu.edu)

Early submissions are encouraged.

Education Policy Analysis Archives (EPAA) has just released a special issue on “Politics, Policies, and Practices of Coaching and Mentoring Programs”. Under relentless pressure to improve student achievement many states and districts have turned to coaching as a policy lever to catalyze instructional change. With the intent of improving instruction, coaching is used as a lever to increase teachers’ knowledge and skills related to a reform. In many coaching initiatives, coaches are uniquely positioned as intermediaries in the education system. At the district-level, coaches interact with central office administrators around instructional materials, testing, and budgetary issues. At the school-level, coaches can support teachers inside and outside of their classrooms. As instructional leaders, coaches and mentors help set a vision for instruction at their site and often play a role in managing student data.

More research is needed on the policies structuring coaching and mentoring programs, as well as the implementation of these programs. We lack an understanding of coaches’ role in the dynamics of change, including how their position as intermediaries influences their reform work. We know little about the relationship between forces from the macro-level and coaches or the relationship between coaches’ power and position and their interactions with teachers. Furthermore, more empirical studies are needed that compare the implementation of various coaching models and that consider how a single coaching model is enacted across multiple contexts.

Education Policy Analysis Archives (EPAA) announces a call for papers for a special issue exploring coaching with the goal of speaking to policymakers, reformers, and educators and will contribute to broader discussions about the potential of policy levers to improve classroom practice and educational outcomes. Research papers using interdisciplinary or mixed media (images/audio/video clips) formats are highly encouraged.

About the Journal: Celebrating its 20th year, EPAA is a peer-reviewed, open-access, international, multilingual, and multidisciplinary journal designed for researchers, practitioners, policy makers, and development analysts concerned with education policies. EPAA/AAPE accepts unpublished original manuscripts in English, Spanish and Portuguese without restriction as to conceptual and methodological perspectives, time or place.

Submission Information: All manuscripts should be submitted electronically through the EPAA website and follow the Journal’s submission guidelines: [http://epaa.asu.edu/ojs/.](http://epaa.asu.edu/ojs/) Please submit to the “Special Issue” section. We will not consider manuscripts submitted for publication or published elsewhere.

**Deadline: December 1, 2013**  
**Publication date: June 2014**  
**Early submissions are encouraged.**

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Amy Topper

Managing Editor

Education Policy Analysis Archives