



A New Ambition for the Journal

We are honored to serve as *Educational Researcher's* (*ER*) new editorial team for the period 2010–2012 and are eager to begin work on your behalf. We welcome your help and suggestions. Please consider submitting your work to the journal, encourage your colleagues to do so as well, and contact any of us directly with ideas, suggestions, and questions about the *ER* publication program and process.

In accepting the invitation to serve as editors, we were mindful of the outstanding work done by the outgoing team and the positive momentum enjoyed by the journal as we move forward. The quality of the publication during our predecessors' term is noteworthy, as is the high standard set for thoughtful and timely feedback and decisions to authors. We offer our thanks and congratulations for a job well done on behalf of the entire AERA community and other readers of the journal. Hats off to Patricia Elmore and Gregory Camilli, who served as coeditors of *ER* and its Features section; Marla Mallette, who served as the editor of Book Reviews and the associate editor of Features; Anthony Onwuegbuzie and Julie Combs, who served as editor and associate editor, respectively, of Research News and Comment; Felice Levine, our AERA executive director; and Todd Reitzel, AERA director of publications. Felice, of course, serves as editor of AERA Highlights, and Todd provides indispensable counsel on all aspects of the publication effort. Our thanks, too, extend to editorial associate Darren James and editorial assistants Cassandra Meyers-Tate, Sadako Vargas, Alan Bitterman, Heather Scott, Ha Phan, Susan Hibbard, Bethany Bell-Ellison, and Elida Giraldo. We also thank the *ER* managing editor, Martha Yager.

A second reason for our enthusiasm is the opportunity to execute AERA's new vision for the journal, one based on careful deliberations by the Publications Committee over the past several years, with considerable input from many members and advisors as well as AERA Council. The mission of the journal remains as follows:

Educational Researcher publishes scholarly articles that are of general significance to the education research community and that come from a wide range of areas of education research and related disciplines. *ER* aims to make major programmatic research and new findings of broad importance widely accessible.

Beginning in 2010, however, the journal will have a new set of article formats, designed to enhance and expand the types of scholarly and research articles it publishes. Please consult the new guidelines available at <http://er.aera.net>. The goal is to increase the depth and range of scholarship published by *ER*, to increase

its output and impact, and thereby to create a greater similarity between *ER* and the professional flagship journals of other scholarly and scientific fields, such as *Science* (in the AAAS).

It is clear to the four of us that *ER* is already a must read for a large number of education scholars, policy makers, and students. AERA hopes that these changes in coverage and format will, over time, dramatically increase that impact and imprint of the journal and of the organization as a whole.

One major departure from the past is that, as a team of editors, we will divide up all of the manuscripts submitted to the journal, assigning an action editor (i.e., editor or associate editor) to review each article, based on expertise and workload, not article type. As in the past, we will reserve the right to decline manuscripts based on an initial editorial screening rather than a full review, if in the view of at least two of us, the proposed article clearly falls outside the purposes of the journal or falls significantly short of quality expectations.

The AERA Highlights section, also known as the "back pages," will continue to provide important and timely news about the field of education research and the Association. This section remains the editorial province of AERA executive director Felice Levine. It is our shared goal, however, that the scholarly pages continue to be the heart of *ER* across the nine issues published each year.

We have several goals for our editorial term. Two have already been described. First, we seek to build on the strong foundation of the journal's publication history and elevate its scholarly output and impact. Second, we seek to increase the collective scholarly sense that *ER* is a must read.

A third goal is to underscore the role of diversity in scholarship about education. Diversity has been an ongoing commitment of AERA as an organization and a central value of *ER* for many years. We will work to enhance that tradition in *ER* through the particular individuals selected for our editorial advisory board, by the scholarship we seek out and encourage, by occasional thematic strands and possible thematic issues of the journal attending to important scholarship about diversity in education, and by a standing challenge to all of you as readers of the journal to make proposals to us about promising strategies and publication opportunities that may advance this goal.

Fourth, we plan to feature a broad range of scholarship about international perspectives and issues in education. Creating a broader, international perspective is a current and long-term goal of AERA as an organization. We will do our part, as *ER* editors, to encourage and publish articles providing thoughtful and

provocative scholarship that probes international, comparative international, and regional (world) education issues. Arnett (2008) recently argued that our knowledge base for human psychology systematically ignores the experiences of about 95% of human beings on the planet, because it relies primarily on data anchored in English-speaking and middle-class samples of people. Our intuition is that the same problem exists in our scholarship about education. To help us expand the international reach of the journal and its publication effort, we are appointing a significant number of accomplished international scholars to the journal's new editorial advisory board; we will regularly seek out ideas from them and from other prominent education scholars around the world.

Fifth, we plan to feature a broad range of scholarship about issues in higher education that should be of interest to the diverse members of AERA. It is our view that education during the pre-K–12 years receives an appropriately high degree of attention in the pages of *ER*. And at least one type of scholarship in higher education has also received an appropriately high degree of attention by *ER* in the past: understanding how colleges and universities prepare education practitioners and education researchers, along with the conditions and forces that shape this activity. But, in addition, we believe a significant host of other higher education issues are ripe for scholarly consideration in *ER*. A short and admittedly incomplete list includes the increased public scrutiny of the costs and value of higher education and calls to document how and what students learn; changes in the delivery and nature of instruction driven by technology and cost; and the consequences of the growth in certain sectors and types of institutions such as nonprofits and higher education internationally.

Sixth, we will seek out scholarly articles that bring multidisciplinary perspectives to bear on important problems and issues in education. We use the term *multidisciplinary* broadly, here, with an eye toward scholarship of at least each of the following types:

(a) applying the lens of a particular discipline to phenomena often studied by scholars in other disciplines, such as the work of economists studying the “investment value” of early childhood intervention programs; (b) seeking perspectives from different disciplines to illuminate an important education issue, for example combining sociological, psychological, and historical analyses to understand the adoption of new technology for learning; and (c) seeking to explain how different methodological perspectives add to the understanding of particular educational phenomena, as in comparisons of observational, quantitative, and ethnographic analyses of school change.

Finally, we seek to provide a high standard of service to AERA, to the readership of the journal, and to prospective authors who submit their scholarly work for publication. We will seek out the very best scholarship to publish, consistent with the goals of the journal, and we pledge to provide careful, thoughtful, and timely feedback to authors. Please do not hesitate to contact us with ideas and suggestions.

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REFERENCE

Arnett, J. J. (2008). The neglected 95%: Why American psychology needs to become less American. *American Psychologist*, 63, 602–614.