

Tabla 2. Modelo de encuesta enviado a los editores de revistas de ECI

CARACTERÍSTICAS GENERALES DE LA REVISTA	
Nombre de la revista	
Propósito/misión	
Casa editorial - país	
Editor actual	
Año de fundación	
Frecuencia de publicación	
Lenguaje de publicación	
Indizaciones	
Publicación impresa y/o electrónica	
Política de acceso abierto	
Tipos de manuscritos que publica	
Modelo de evaluación de manuscritos	
Secciones	
Formas de financiación	
DESAFÍOS PRINCIPALES, TENDENCIAS Y CAMBIOS PROPUESTOS	
¿Tendencias temáticas en el campo de la ECI?	
¿Desafíos actuales para la publicación de la revista?	
¿Desafíos de financiación de la revista?	
¿Influencia de la publicación electrónica y el acceso abierto?	
¿Discusiones acerca del crecimiento de los análisis bibliográficos/servicios de archivo?	
¿Discusiones acerca de indicadores de calidad y evaluación de impacto?	
¿Desafíos del modelo de evaluación por pares?	
¿Inglés como lengua franca versus otros idiomas?	
¿Estrategias para el control del plagio?	
¿Posibles escenarios futuros para la publicación académica?	
¿Contribuciones a la discusión académica sobre las tendencias de publicación y la carrera académica?	
Otros comentarios	

Jorge Delgado

Estudió odontología y una maestría en educación en la Pontificia Universidad Javeriana, Bogotá, Colombia. Jorge tiene un PhD en administración y políticas educativas—análisis social y comparado en educación el cual complementó con un certificado en políticas públicas y sociales en América Latina en la Universidad de Pittsburgh, Estados Unidos. Actualmente, Jorge trabaja como director de servicios de edición en TotalEdit.com, instructor en el Departamento de Administración y Estudios de Políticas y el Centro de Estudios Latinoamericanos de la Universidad de Pittsburgh, y editor de la revista Universitas Odontologica de la Pontificia Universidad Javeriana. Su investigación está principalmente encaminada hacia el desarrollo de la investigación universitaria y la comunicación del conocimiento. Además, Jorge sirve como codirector del Grupo de Educación Superior de la Sociedad de Educación Comparada e Internacional (CIES). jed41@pitt.edu; jdelgado4501@yahoo.com.ar





Challenges and Trends of Academic Publication: Views of Journal Editors in Comparative and International Education

Jorge Enrique Delgado Troncoso / University of Pittsburgh / United States

Abstract

This article presents some topics analyzed by a group of editors of comparative and international education journals. It uses information from a survey sent in advance to the editors and reflections about the workshop carried out during the XV World Congress of Comparative Education (24-28 June 2013) at the Universidad de Buenos Aires, Argentina. Several journals that participated in the workshop are published in print and electronic versions, and a few are only electronic. Some journals are completely open access and others are open access with the exception of the current issues, but most of them are only available per subscription or purchase. There is a great diversity regarding the language of publication. Some journals are only published in English and others are published in different languages (like Japanese and Spanish) but accept manuscripts in English; some are published in several languages and others include titles and abstracts in more than one language. Some topics that deserve further analysis include indexation, impact factor measured by citations, journal rankings, journal funding, and the challenges posed by mega journals.

Keywords: Comparative Education; International Education; Publications; Academic Journal; Editor



INTRODUCTION

The XV Comparative Education World Congress took place in June 24-28, 2013 at the Buenos Aires University School of Economics in Argentina. This Congress brings together the members of the World Council of Comparative Education Societies (WCCES). The organizers of the Congress invited the author of this article to call and conduct a workshop with comparative and international education (CIE) journal editors. The purpose was to deliberate about how journals are assuming current trends and challenges of academic publication, beyond the usual panels where students and new scholars learn about journal scopes and considerations to get manuscripts published. The article is structured in four sections: 1) Invitation to the workshop, survey, and organization of the workshop; 2) findings from the questionnaire; 3) Reflections from the deliberation during the workshop; 4) conclusions.

INVITATION, SURVEY, AND ORGANIZATION OF THE WORKSHOP

The first step was to search for CIE-related journals. It included WCCES member journals, other recognized publications in the field, and other titles suggested by colleagues. The list was not exhaustive since many journals in the field of education publish articles from around the world and with international topics despite the journal focus is not specifically CIE. A journal list was created with data about journal titles, editor names, contact information, and publishing institutions/organizations. Table 1 includes journals and publishers. Editors received an email inviting them to participate in the workshop and asking to respond a survey intended to identify topics of interest for the workshop. The questionnaire examined issues related to thematic trends, media (print, electronic, open access), funding, manuscript evaluation models, impact evaluation, language of publication, and main challenges (Table 2).

During the workshop and after a brief introduction of participants (editors and/or editorial board members) and their journals, the discussion moved to analyze current challenges to journal publication, the influence of electronic and open access publication, quality indicators and impact evaluation, mainstream versus comprehensive and regional bibliographic archiving and indexing, editorial arrangements and lines as a response to national and international pressures, challenges to the peer-review model, and possible future scenarios for academic publication. The next section describes the journals that responded the questionnaire that was sent to those who confirmed attending the Congress.

JOURNALS THAT RESPONDED THE SURVEY

This section includes a brief description of the nine journals whose editors or editorial board members responded the survey.

Canadian and International Education (CIE)

CIE is the official publication of the Canadian Society of Comparative and International Education that publishes research articles and book reviews about formal and non-formal education in a globalized world from a comparative and international perspective. CIE is a peer-reviewed journal that accepts manuscripts in French and English using different methodologies, frameworks and from different contexts. The journal is published at the University of Western Ontario. Founded in 1972, CIE is published every six months in open access format, with the exception to the current issue that is only available to subscribers. Funding comes only from subscriptions. It is indexed by ProQuest, Canadian Education Index, and Sociology of Education Abstracts, even though they continue looking for new indexations. One of CIE's challenges is increasing the number of articles in French.

Comparative Education (CE Japan)

The Japan Comparative Education Society publishes this journal (it has the same title of the journal published by Taylor & Francis) that was created in 1975 and is published every six months. CE Japan's mission is to contribute to the development and promotion of comparative and international education and to create regional and international networks to conduct collaborative research. The language of publication is Japanese but they also accept articles in English. CE Japan is published in print and electronic formats. Issues from 1992 to 2008 are available open access. Funding for the journal comes from membership and subscriptions. The editorial committee performs the evaluation of manuscripts. CE Japan's main challenges are the growing costs of print publication and possibly the lack of awareness about citation impact evaluations.

European Education: Issues and Studies

European Education is a peer-reviewed journal devoted to education issues among the country members of the European Council. The journal was founded in 1969 and is published in English in print and electronic formats by subscription. It is indexed by British Education Index, ERIC, Educational Research Abstracts Online, International Bibliography of Periodical Literature on the Humanities and Social



Sciences, Sociology of Education Abstracts, and Wilson Education Index. European Education does not suffer from budgetary limitations because it is funded by subscriptions and memberships of the Society of Comparative Education in Europe.

Foro de Educación

This is an independent journal that is published in print and open access versions. It includes research studies, essays, and education experiences, as well as other topics related to thinking, culture, and society. Foro de Educación was created in 2003 and is published once a year. It accepts manuscripts in Spanish, English, French, Portuguese, and Italian. It is indexed by In-Recs, Resh, Dialnet, Latindex, Dice, DOAJ, Redinet, BDDOC CSIC, MIAR, Iresie, and EBSCO. Funding comes from Casa Duero and individual contributions. Two of its main goals are obtaining financial sustainability and meeting more quality and impact criteria.

International Education Journal: Comparative Perspectives (IEJ)

IEJ is the official peer-reviewed journal of the Australia and New Zealand Comparative and International Education Society. It promotes academic discussion of relationships between education policy, practice, and theory, as well as global cross-disciplinary discourses in Education. IEJ was founded in 1999, is published 2-3 times a year (open access since 2013), and the language of publication is English. It is indexed by EBSCO and ERIC. The journal subsists through membership. One of IEJ's challenges is developing the capacity to manage the growing amount of submissions. They are looking to be included in Scopus and the Social Science Citation Index (SSCI) because authors currently ask more about indexations.

International Review of Education (IRE)

IRE is published in partnership between the UNESCO Institute for Lifelong Learning and Springer. IRE provides a forum for comparative research on lifelong learning. It was created in 1955 and is published every six months. IRE's languages of publication are English and French (as well as German until 2013). It is published in print and electronic version by subscription (authors who wish to publish open access must cover the cost, which is contrary to UNESCO policy on publications, but this is due to the partnership with Springer). The journal is included in several indexes and bibliographic services such as Scopus and ERIC. IRE's budget comes from subscriptions (75%) and the Institute (25%). The journal has seen its budget affected with the decrease in subscriptions and the UNESCO's budgetary limitations.

Journal of Studies in International Education (JSIE)

JSIE is a forum for administrators, professors, researchers, and policy-makers from all levels of internationalization of higher education. It is published by SAGE on behalf of the Association for the Study of International Education. JSIE was founded in 1997, is published five times a year in English, and has a partial open access policy for members of the Association. It is indexed by services such as Scopus and ERIC. The main challenge of JSIE is improving management of the increasing number of submissions.

Revista Española de Educación Comparada (REEC)

Founded in 1995, REEC is published by the Spanish Society of Comparative Education and the Universidad Nacional de Educación a Distancia. It is published every six months and includes articles in Spanish, English, Portuguese, or French that analyze education trends and reforms. In 2013 the journal migrated to a full open access version. The main current goal of REEC is being indexed by SSCI and Scopus.

SARE: Southern African Review of Education

SARE is the open access journal of the Southern African Comparative and History of Education Society. The journal was founded in 1996, is published once a year in English. It publishes articles about education history, sociology, and policy, as well as comparative and development education. The main challenges of SARE are improving finances, migrating to only-electronic publication, hiring a manager, and contracting the publication with a commercial publisher.

The next section presents some reflections about the topics discussed during the workshop with editors of CIE journals and other related themes.



THOUGHTS ABOUT THE ISSUES DISCUSSED DURING THE WORKSHOP

The following journals were present the day of the workshop: Canadian and International Education; Comparative Education (Taylor & Francis); Comparative Education Review; Compare: A Journal of Comparative and International Education; Foro de Educación; International Education Journal: Comparative Perspectives; International Review of Education; Journal of European Education: Issues and Studies; Journal of Supranational Policies of Education; Revista Española de Educación Comparada; Revista Latinoamericana de Educación Comparada; and SARE: Southern African Review of Education. As it can be appreciated, most participants belong to CIE societies. In general, those journals do not face major budgetary issues because they get income from membership and subscriptions. This is particularly important for journals that migrated from print-only publication to a combination of print and electronic, or electronic-only publication. Journals that keep print publication face, however, ongoing increases in the costs of materials and publishing. On the other side, journals that are published by UNESCO units, centers, or institutes (Prospects: Quarterly Review of Comparative Education e Internationale Zeitschrift für Erziehungswissenschaft / International Review of Education, among others) are constantly pushed to become financially self-sufficient due to budgetary constraints that UNESCO faces. The discussion did not explore how those publications do to become autonomous. An interesting case is Foro de Educación, an independent journal whose editor teaches at the Universidad de Valladolid in Spain. Since this is a particular initiative that does not necessarily count on institutional support, the journal could face some logistic and budgetary obstacles in order to consolidate.

As it was mentioned above, journals such as Canadian and International Education and Compare: A Journal of Comparative and International Education, which were founded in times of paper publication, have been migrating from print to print/electronic or electronic publication. On the contrary, journals like Foro de Educación and Archivos Analíticos de Políticas Educativas were born in times of electronic publication and open access. This type of publications uses available resources such as the Open Journal Systems (OJS) platform and journal management software that was created by Public Knowledge Project (Alperín & Suhonos, 2007; Edgar & Willinsky, 2010). Most journals of academic societies use portals of the commercial publishers with whom they publish the journals. Most of them are not open access. Open access has generated a meaningful change in the reach and way research is disseminated. This poses a challenge for journals and publishers (Alperín, et al. 2008; Delgado, 2011a, 2011b; Willinsky, 2006). Journals such as Comparative Education are published in both formats but articles are only available by subscription or purchase. It is understandable that this commercial publisher (Taylor & Francis) needs a mechanism to generate revenue and assure its sustainability. Journals that belong to associations can subsist with member fees but they charge for subscriptions and articles purchases. However, this is conditioned by the size and structure of the organization. Journals from large organizations like Comparative Education Review of the Comparative and International Education Society (United States) can be more solvent than periodicals from smaller associations such as Revista Latinoamericana de Educación Comparada of the Argentinean Society of Comparative Education, or SARE of the Southern African Comparative and History of Education Society. When a society's size and prestige grow to large proportions, as mentioned before, the organization tends to establish partnerships with commercial publishers. In addition, large societies are more easily able to negotiate having open access publications, as in the case of Compare: A Journal of Comparative and International Education of the British Society of Comparative and international Education, or if they maintain some kind of fee for subscription or access to articles, as in the case of Comparative Education Review.

A topic that took by surprise to some editors was the current trend of some organizations and publishers to create mega journals. An example of this trend is the American Education research Association (AERA) that made the decision to consolidate its journals in one mega journal. AERA is working with SAGE to create this open access publication that will be funded with publishing fees charged to authors. The open access mega journal model started with the creation of the Public Library of Science—PLoS in the biomedical field that publishes issues of large proportions. The emergence and growth of mega journals poses a threat for the subsistence of small journals.

It was highlighted how participants in the workshop represented journals from international academic societies. However, most of the emerging journals in the world are small publications that originate in higher education institutions in developing countries (Delgado, 2012). The deliberation how university presses from industrialized countries developed to become corporate publishers, while university presses from regions like Latin America are small and often focus mostly on the publication of books (Delgado, 2014; Uribe, 2006).

Another interesting topic discussed was the challenge to publish in languages other than English. There is a great diversity. Most journals in the workshop are published in English. Some have another main language, like Japanese and Spanish, but accept submissions in English. Particularly interesting was that journals such as Foro de Educación and REEC publish articles in four or more languages. In other cases, journals are published in one language but include abstracts in several languages (Comparative Education Review). Many emerging journals from around the world are part of this new dynamics of publication. They publish articles in the official language of a country but accept manuscripts in English (when it is not the national official language), and include



abstracts in two or more languages. Language of publication is controversial because it generates concerns about the need for a global academic language (often seen as a form of neocolonization) as opposed to local languages where knowledge is applied or relevant (Delgado, 2011a; Meneghini & Packer, 2008). A possibility to mediate the language problem is to publish journals simultaneously in two languages but this implies an increase in publishing costs.

The last point in this analysis is the positioning of journals regarding the current influence of bibliometric citation analyses, journal indexes, and scholarly rankings. Journals that represented a country or region, such as the *Revista Latinoamericana de Educación Comparada* from Argentina or REEC from Spain, were very aware of the need to meet quality criteria and to be included the most prestigious international indexes like Scopus and SSCI. In general, only a few journals did not consider this among their priorities. That shows, as it has been described by some authors, the influence of trends related to competitiveness and productivity in education and academic publication (Delgado, 2014; Post, 2012). This is a topic for further analysis in future scenarios.

CONCLUSIONS

Most journals that participated in the workshop are published in print and electronic versions, and a few are only electronic. Some journals are completely open access and others are open access with the exception of the current issues, but most of them are only available per subscription or purchase. This issue is very interesting because it generates dilemmas between access (visibility) and financial sustainability of publications (Buela-Casal, et al. 2006).

There is a great diversity regarding the language of publication. Some journals are only published in English and others are published in different languages (like Japanese and Spanish) but accept manuscripts in English; some are published in several languages and others include titles and abstracts in more than one language. The issue of language of publication is critical because it generates contradictions and heated debates in many forums about the need of a global academic lingua franca in opposition to languages where knowledge can be applied or is relevant (Delgado, 2014; Meneghini & Packer, 2006).

Some topics that deserve further analysis include indexation, impact factor measured by citations, journal rankings, journal funding, and challenges posed by mega journals.

ACKNOWLEDGEMENT

The author thanks Guillermo Ruíz, Norberto Fernández Lamarra, and Cristián Pérez Centeno, organizers of the XV World Congress of Comparative Education, for their kind invitation to coordinate this workshop. Likewise, special thanks go to the editors and editorial board members who were able to answer the questionnaire and participate in the workshop.



REFERENCES

- Alperín, Juan Pablo; Fischman, Gustavo, & Willinsky, John. (2008). Open Access and Scholarly Publishing in Latin America: Ten Flavours and a few Reflections. *Liinc em Revista*, 4(2), 172-85. Available online at: <http://www.ibict.br/liinc>.
- Alperín, Juan Pablo, & Suhonos, M. J. (2007). Publicación en línea con Open Journal Systems (OJS): Aspectos importantes. *Revis-taeSalud.com*, 3(12).
- Buela-Casal, Gualberto; Perakakis, Pandelis; Taylor, Michael, & Checa, Purificación. (2006). Measuring Internationality: Reflections and Perspective on Academic Journals. *Scientometrics*, 67(1), 45-65.
- Delgado, Jorge Enrique. (2011a). Journal Publication in Chile, Colombia and Venezuela: University Responses to Global, Regional and National Pressures and Trends. Doctoral dissertation. Pittsburgh, PA: University of Pittsburgh, School of Education. Available online at: <http://d-scholarship.pitt.edu/9049/>
- Delgado, Jorge Enrique. (2011b). Role of Open Access in the Emergence and Consolidation of Referred Journals in Latin America and the Caribbean. *Educación Superior y Sociedad (UNESCO-IESALC)*, 16(2). Available online at: <http://ess.iesalc.unesco.org.ve/index.php/ess/article/view/407>.
- Delgado, Jorge Enrique. (2012). Las revistas académicas, las asociaciones científicas y la academia. *Universitas Odontologica*, 31(66), 15-17.
- Delgado, Jorge Enrique. (2014). Scientific Journals of Universities of Chile, Colombia, and Venezuela: Actors and Roles. *Education Policy Analysis Archives (Special Issue on The Future of Educational Research Journals, guest edited by Dr. David Post)*. [en proceso de publicación]
- Edgar, Brian D., & Willinsky, John. (2010). A Survey of the Scholarly Journals using Open Journal Systems. *Scholarly and Research Communication*, 1(2), 1-22.
- Meneghini, Rogerio, & Packer, Abel. (2008). Is there Science beyond English? Initiatives to Increase the Quality and Visibility of non-English Publications Might Help to Break down Language Barriers in Scientific Communication. *EMBO Reports*, 8(2), 112-116.
- Post, David. (2012). Rank Scholarship. *Comparative Education Review*, 56(1), 1-17. Retrieved February 28, 2014, from <http://www.jstor.org.pitt.idm.oclc.org/stable/10.1086/663834>.
- Uribe, Richard. (2006). La Edición de Libros en las Universidades de América Latina y el Caribe [Book Publishing in Latin American and Caribbean Universities]. In Claudio Rama, Richard Uribe, & Leandro de Sagastizábal (Eds.). *Las Editoriales Universitarias en América Latina [University Press Units in Latin America]*. Bogotá: Instituto Internacional para la Educación Superior en América Latina y el Caribe–IESALC-, Centro Regional para el Fomento del Libro en América Latina y el Caribe–CERLALC-.
- Willinsky, John. (2006). *The access principle. The case for open access to research and scholarship*. Cambridge, MA: Massachusetts Institute of Technology.



Table 1. List of CEI and related journals

TITLE	INSTITUTION/ORGANIZATION
Archivos Analíticos de Políticas Educativas / Education Policy Analysis Archives	Arizona State University
Canadian and International Education	Comparative and International Education Society of Canada
Comparative Education	Japan Comparative Education Society
Comparative Education	Taylor & Francis
Comparative Education Review	Beijing Normal University
Comparative Education Review	Comparative & International Education Society, University of Chicago Press
Compare: A Journal of Comparative and International Education	British Association of International and Comparative Education, Taylor & Francis
Education Comparée: Revue de Recherche Internationale et Comparative en Education	Association Francophone d'Education Comparée
European Education: Issues and Studies	Comparative Education Society in Europe, M. E. Sharpe
Excellence in Higher Education	Konsorsium Perguruan Tinggi Indonesia-Pittsburgh
Foro de Educación	Independiente, FarenHouse (Salamanca)
International Education Journal: Comparative Perspectives	Austrian and New Zealand Comparative and International Education Society
Internationale Zeitschrift für Erziehungswissenschaft / International Review of Education	UNESCO Institute for Lifelong Learning—Hamburg, Springer
Journal of Comparative Education	Chinese Taipei Comparative Education Society
Journal of Studies in International Education	Association for Studies in International Education, Netherlands Organization for International Cooperation in Higher Education, SAGE
Journal of Supranational Policies of Education	Grupo de Investigación sobre Políticas Educativas Supranacionales, Universidad Autónoma de Madrid
Prospects: Quarterly Review of Comparative Education	UNESCO International Bureau of Education, Springer
Revista Española de Educación Comparada	Sociedad Española de Educación Comparada
Revista Latinoamericana de Educación Comparada	Sociedad Argentina de Educación Comparada
SARE: Southern African Review of Education	Southern African Comparative and History of Education Society



Table 2. Model of Survey sent to the CIE Journal Editors

GENERAL CHARACTERISTICS OF THE JOURNAL	
Journal Title/Name	
Purpose/Mission	
Publisher – Country(ies)	
Current Editor(s)	
Year of Foundation	
Frequency	
Language(s) of Publication	
Indexing	
Print and/or Electronic Publication	
Open Access Policy	
Types of Manuscripts Published	
Manuscript Evaluation Approach	
Sections	
Funding Approaches	
MAIN CHALLENGES, TRENDS, AND PLANNED CHANGES	
Thematic trends in the comparative, international, and development education field?	
Current challenges for journal publication?	
Facing funding challenges?	
Influence of electronic publication and open access trends?	
Deliberation about growth of bibliographic analysis / archiving services?	
Discussion about quality indicators and impact evaluation?	
Challenges to peer-review model?	
English as a lingua franca vs. other languages?	
Strategies to control plagiarism?	
Possible future scenarios for academic publication?	
Contribution to academic deliberations on publishing trends and academic career?	
Other comments	

Jorge Delgado

Studied dentistry and a master's in education at Pontificia Universidad Javeriana, Bogotá, Colombia. Jorge also holds a PhD in administrative and policy studies in education—social and comparative analysis in education, which he complemented with a certificate of advanced studies in Latin American social and public policy at the University of Pittsburgh, Pittsburgh, PA, United States. Currently, Jorge works as director of editing services at TotalEdit.com, as well as instructor of the Department of Administrative and Policy Studies and the Center for Latin American Studies, University of Pittsburgh, and editor-in-chief of the journal *Universitas Odontologica*, Pontificia Universidad Javeriana. His main research focuses on the development of university research and the communication of knowledge. In addition, Jorge serves as co-chairperson of the Higher Education Special Interest Group of the Comparative & International Education Society. jed41@pitt.edu; jdelgado4501@yahoo.com.ar

