

Call for Abstracts

Journal of Transformative Leadership and Policy Studies Special Issue

Mentoring Students of Color in Educational Leadership Doctoral Programs

Mariela A. Rodríguez, Guest Editor

Premise

What are the most effective ways to support students of color enrolled in educational leadership doctoral programs? How do mentors provide opportunities for doctoral students of color to complete their dissertation research successfully? This special issue of JTLPS explores insights into mentoring practices that effectively support doctoral students of color in attaining their degrees and in moving into positions in academia as faculty members, into K-20 leadership as practitioners, or various other professional jobs. Socialization into doctoral education supports student retention and completion. Such socialization practices include mentoring relationships that provide opportunities for doctoral students of color to navigate the process of doctoral study and research. Thus, manuscripts co-authored by mentors with their graduate students are highly encouraged.

Contents/Focus of the Special Issue

Prospective authors are encouraged to explore any number of important issues and perspectives that relate to the theme of this special issue as discussed in the paragraph above. Following are the primary genres that will be used in this special issue and samples of topic/focus areas for manuscripts.

Conceptual/Theoretical Essay(s) [grounded in empirical and scholarly literature]: Growing and mentoring students of color in educational leadership doctoral programs includes exploration of the mentor/mentee relationship. Supportive practices that guide students' completion of the dissertation are essential to be viewed through the lenses of both mentors and doctoral students.

Pedagogical Perspectives Article(s): Testimonios related to mentoring practices that engage doctoral students of color throughout their doctoral program and into dissertation writing. Other critical components are socialization strategies that help guide students into the field of academia or into positions within campus and district-based school leadership.

Reflective Essay(s) [based on professional experience]: The realities, challenges and possibilities when mentoring doctoral students of color in educational leadership programs. Discussion of aspects related to socialization into academia and the field of school leadership as practitioners provide additional insights about the mentoring relationship.

Empirical Study(ies): Research studies that explore questions about what skills, abilities and dispositions need to be developed, nurtured and supported in order to create a cohort of new transformative educational leaders

Book Review(s): Reviews of scholarly books related to the core theme of this special issue may be considered for publication

Empirical Studies: Research studies that explore questions related to the successes and challenges faced by doctoral students of color in educational leadership doctoral programs. Key research related to the dissertation writing phase and defense of the dissertation are of great interest to this special issue. These also include the supportive role of the mentor.

Note: Compelling manuscripts that fall outside these genres may be considered if they align closely with the themes and significantly add to the over-all depth of the special issue.

Solicitation of Authors

Graduate students, scholars, and practitioners from all levels of educational leadership (P-20) are invited to submit abstracts for this special edition of JTLPS. Particularly, manuscripts that tell the authors' *testimonios* add a dimension of personal authenticity to the manuscripts that reflect the lived experiences and mentoring relationships between doctoral students of color and their mentors.

Submission and Review Timeline

Proposed abstracts should not exceed 200 words total.

Proposed abstracts including author list are due to the guest editor: **February 25, 2019**

Notification of abstract acceptance and invitation to submit full manuscript: **March 18, 2019**

Deadline for submission of full manuscripts: **June 24, 2019**

Proposed abstracts should be sent to the guest editor:
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Direct all queries regarding this special issue of JTLPS to Mariela Rodriguez at the email address listed above.