

LETTER FROM THE EDITOR

It is our pleasure to present Volume 8.2 of the *Journal of Transformative Leadership and Policy Studies*. The volume's theme centers on mentorship of doctoral student of color, an issue that is of utmost importance to educational leaders across the country. This volume comes at a time when leading organizations requires leaders to be ever more committed to creating an equitable, accessible, and inclusive school culture. This shared premise is presented across the various manuscripts, with each curating a unique perspective. The authors present research that is both timely and relevant, and each is informed with scholarly, insightful research. Collectively, the volume presents a presentation on the effects of mentorship on achievement and attainment for doctoral students of color. Furthermore, this anthology represents the very fabric that this journal was formed upon, highlighting the importance of doctoral socialization and the fostering of meaningful, organic mentorships within the academy.

Volume 8.2 highlights an empirical essay titled, "Ripple Effects: Multifaceted Mentoring of Educational Leadership Doctoral Students," which examines the impact and "ripple effects" of mentoring for students who completed a doctoral program in educational leadership. The authors examine the influences of mentorship on degree completion and attainment as well as success within their practice as educational leaders, utilizing their skills to inform policy, shape practice and transform education. The authors ground their empirical results in Social Capital theory, asserting that mentorship should be multi-faceted, focused on highlighting the strengths of every individual rather than a deficit mindset, and incorporated into every facet of doctoral programs.

The volume also presents one conceptual paper which focuses on the early educational experiences for Latinas and how these experiences shaped the career and educational trajectories for these women. The manuscript titled "Latina Trajectories to the Academy: Early Experiences, Education Policies, and Mentoring," highlights the importance of mentorship as well as the practices and policies that helped shape the careers of the participants. The scholarly piece offers a critical lens to traditional schooling and pedagogical practices, utilizing LaCrit and Chicana feminist theory to ground the theoretical framework. The piece offers two significant recommendations paramount to improving career and educational pathways for Latina doctoral students. The author urges leaders to consider advocacy for policies that increase access and opportunities for Latina students, and promotion of mentoring programs that focus on the assets and capital that students bring with them into educational experiences, rather than a deficit-based approach.

Volume 8.2 features one Pedagogical Perspectives piece, centering on the "testimonios" of a mentor and a mentee. This powerful piece creates a collective understanding of a cross-race mentorship, told from the first-person perspectives of the mentor and the mentee. The scholarly narrative focuses on the shared and individual experiences, highlighting the reciprocity of the mutually beneficial academic relationship. The authors detail their personal experiences as well as the ways that the mentorship supported each of them, offering that educational leaders strive to foster organic, trust-based mentorships. The authors further suggest that for students of color especially, the mentorship must be aimed at educating the student not only about their doctoral research but about how to continue in their career as well. The authors assert that things such as how to write a cover letter or how to present at academic conferences must be of the utmost importance to doctoral programs.

The volume also highlights a review of *Latino Educational Leadership*, edited by Cristobal Rodriguez, Melissa A. Martinez and Fernando Valle. The review is provided by doctoral student Monica Medina. This unique review highlights the work of a doctoral student, bringing to practice the theoretical underpinnings for this volume itself. *Latino Educational Leadership* provides much-needed resources for Latinx educational leaders. The book, which highlights this under-published topic, provides methods for Latinx leaders to disrupt the status-quo policies that fail to provide an equitable community. The authors assert that although colleges and universities attract large numbers of Latinx students, there is still work needed in order to increase equity, access, and attainment for these students.

The JTLPS and its editorial board wishes to thank the Chancellor's Office of the California State University and the College of Education at California State University, Sacramento for its continued support. We also invite future authors to submit their manuscripts with the understanding that they are accepted for review on a rolling basis.

Porfirio Loeza, Ph.D.
Executive Editor