

LETTER FROM GUEST EDITOR MARIELA RODRIGUEZ

Thank you for your interest in this special issue of the Journal of Transformative Leadership and Policy Studies—Mentoring Students of Color in Educational Leadership Doctoral Programs. This special issue 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, or into K-20 leadership as practitioners. 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.

This issue contains original work by scholars across the country who share their research and insights into the key aspects of mentoring students of color at the doctoral level. Debra Bukko, José Manuel Martínez Cárdenas, and Regina Coletto provide an empirical study, “Ripple Effects: Multifaceted Mentoring of Educational Leadership Doctoral Students.” In this scholarly piece, the authors discuss the levels of impact that mentoring had on participants who had completed a doctoral program in educational leadership. They used Ripple Effect Mapping through Social Capital Theory to confirm key effects of mentoring relationships. In a theoretical essay that examined how Latinas in academia navigated their pathways, Magdalena Martínez describes how mentoring during doctoral study provided Latina students the networking they needed to move forward in “Latina Educational Trajectories: How Early Experiences, Mentoring, and Social Policies Shape Pathways to the Academy.” In the pedagogical perspective “Sustained Mentoring of Students of Color: A Testimonio in Two Voices,” Nadia Aguilar and Sharon Ulanoff share a compelling view of trust and collaborative relationships in the mentoring process. These authors share their personal experiences in such a relationship, then offer suggestions for other mentors and mentees engaging in mentorship pairings at the doctoral level. An advanced Ph.D. student in an educational leadership doctoral program, Mónica Medina Henríquez discussed the critical aspects of Latino leaders in the book review she completed of *Latino Educational Leadership: Serving Latino Communities and Preparing Latinx Leaders Across the P-20 Pipeline*. This 2018 book was co-edited by educational leadership scholars Cristóbal Rodríguez, Melissa A. Martínez, and Fernando Valle. This important text highlights the quality of preparation and mentorship of Latinx educational leaders serving students in Latinx communities.

Mentorship continues to be purposeful in scope as it builds collaborative professional relationships that help doctoral students of color thrive in doctoral programs. I hope that you enjoy the articles in this special issue of JTLPS and use the recommendations in your own practice as mentors, mentees, and educational leaders.

Sincerely,

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