

## Letter from the Editors

Volume 7.2 of JTLPS thematically focuses on the development of transformational leaders through the use of critical theory and pedagogy aimed at challenging status quo leadership practices. The deconstruction of repressive values follows the construction of inclusive pedagogical and action-oriented leadership practices. The volume challenges readers to question the applicability and relevancy of traditional modes of operation that guide leadership practices. This common link is presented across the various manuscripts that make up this volume. The authors present thoughtful and insightful research informed by empirical, conceptual, and critical analysis on the need to develop bold transformational leaders equipped with the courage to challenge the status quo that systemically disenfranchises underserved populations. We applaud the authors for sharing their provocative thoughts with our JTLPS readership.

Volume 7.2 features several insightful manuscripts on transformational leadership preparation programs. The first is entitled, "Preparing Educational Leaders for 21st Century Inclusive School Communities: Transforming University Preparation Programs." The article examines restructuring practices undertaken to scale up the quality of special education preparation programs. In this article, Kristine J. Melloy focuses on how program changes are informed by professional standards, empirical data, and practice-based evidence. The author suggests that transformational, focused preparation programs equip educational leaders to create inclusive organizations that value equity for all students, including those with disabilities. The second article, "Decolonizing Leadership Practices: Towards Equity and Justice at Hispanic-Serving Institutions (HSIs) and Emerging HSIs (eHSIs)," by Gina A. Garcia and Nicholas D. Natividad, provides a compelling critical examination, and makes a call for Hispanic-serving institutions (HSIs) and emerging Hispanic-serving institution (eHSI) leaders to consider leadership practices underscored by values of social justice in advancing student success. The authors propose that leaders within these institutions abandon colonial practices and honor the history and experiences of indigenous Raza students.

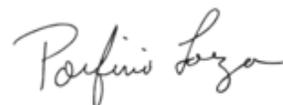
In "How Exemplary Educational Leadership Preparation Programs Hone the Interpersonal-Intrapersonal (i2) Skills of Future Leaders," Bryan A. VanGronigen, Kathleen M.W. Cunningham and Michelle D. Young examine learning experience implementation in educational leadership preparation programs within five award-winning organizations. The authors suggest that transformational leadership should be informed by powerful transformational learning experiences which alter educational leader mindsets and improve their inter- and intra-personal skills.

In their article entitled, "When Management Defines Leadership: High Demand x High Support in a Rural Community College," Paula K. Clarke and W. Ted Hamilton engage the readership by providing a thought-provoking article focused on High Demand X High Support (HD X HS) pedagogy at a rural community college. The authors suggest that an HDx HS pedagogy, when supported by administration, can lead to positive student outcomes, moving community colleges one step closer to actualizing their democratic promise. The authors argue that this recommitment to the community college democratic promise is an essential element of transformational leadership.

The JTLPS and its editorial board wishes to thank the Chancellor's Office of the California State University, the Doctorate in Educational Leadership, College of Education, and the President's Office 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.



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