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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

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 Martinez 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 Martinez 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 Henriquez 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. Martinez, 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,

Mariela A. Rodríguez
Professor and Ph.D. Program Coordinator
Department of Educational Leadership and Policy Studies
The University of Texas at San Antonio
UCEA Past-President

Foreword from President Robert S. Nelsen

The Journal of Transformative Leadership and Policy Studies (JTLPS) is a peer-reviewed Journal sponsored by the California State University Chancellor's Office and the CSU's 16 Education Doctorate programs. As President at Sacramento State, I am pleased to know that Volume 8.1 focuses on mentorship and its impacts on the achievement and success for doctoral students of color. Inclusive Excellence is of paramount importance at Sacramento State and is critical to student success.

The manuscripts included in this volume highlight the important role that mentorship can play in attainment, achievement, and career trajectory for marginalized groups of students. Each one approaches this focus with a different method of analysis and the volume illustrates the importance of fostering organic mentorship opportunities within their doctoral programs.

The articles are written by dedicated educators and educational leadership practitioners. These scholars are driven by their own experiences, as well as those of their students. Their passion to create meaningful change within their institutions, as well as across the country, is evidenced within these carefully constructed articles. The opportunity to hear some of these testimonies adds a unique level of power and depth to this volume.

As educational leaders, we must be willing to evaluate new methods of fostering success, especially for traditionally marginalized students. We must adopt new practices and learn from the successes and failures of other programs. Mentorship is an important tool for training the next generation of leaders in all fields, but as highlighted by these articles, this is particularly true for doctoral students of color.

Sacramento State is both a Hispanic Serving and an Asian Serving Institution, and I am pleased to know that Volume 8.1 focuses on this important and understudied topic. I encourage you to share Volume 8.1 widely with your colleagues and academic communities.

Sincerely,

Robert S. Nelsen
President
California State University, Sacramento

Letter from Interim Director Rose Borunda

Today, as I sit down to write this address, I reflect on the recent atrocities that took place in Gilroy, El Paso, and Dayton. This is also the day that I learned of the passing of Toni Morrison, a Nobel Prize winner in Literature. She, a woman of color, ensured that the central characters in her books were always people of color. She used the power of her pen to provide centrality to experiences and realities that deserve the printed word. She left the following for us to consider: "As you enter positions of trust and power, dream a little before you think."

As a woman of color and the daughter of immigrants, I must recognize what comes with my position of power and privilege and the trust that I must foster with communities still disproportionately unrepresented in Ivory Tower hallways. I see it as my duty to open doors to the possibilities of higher education for others. This intention is not necessarily because it is in my job description or out of any extrinsic acknowledgement that may come with this daily intention. Instead, it is my promise to all those who came before me that their sacrifices were not in vain. This covenant to an ideology that we are here to serve and lift others comes from generations of collectivist cultures who have survived conquest, colonization, enslavement, and genocide. They dreamt of a day in which life would be better. We are strong and resilient people who will overcome and lift one another past the atrocities.

In today's reality, the commitment to lifting students of color and engaging our Euro-American brothers and sisters into the collective fold means that we create a culture of "us" that reflects **all of us** rather than an "us" vs. "them." This will not come to pass, however, if we endeavor to secure our degrees as though they were a terminal destination. Instead, the goal is for each of us to accept the responsibility that comes with actively promoting and fostering integration at all levels and all spaces. In this way, this nation will slowly overcome institutionalized policies, practices, and beliefs that were structurally created to maintain inequities. In this way, we may come to dream, think, and act in ways to lift one another to a reality in which people of color are not feared, hated, or scapegoated.

Each of us can ask ourselves, "What dream can I envision that brings more beauty to this world?" In our positions of trust and power, those of us who have attained our terminal degrees may consider an emphasis on mentoring the next generation so that when our days have ended, we have fulfilled the dreams of generations before us who envisioned peace, unity, and harmony. This we can achieve, not only in our dreams and in our thoughts, but through our active intentions.

Sincerely,

Rose Borunda, Ed.D.
Interim Director, Doctorate in Educational Leadership
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California State University, Sacramento

EMPIRICAL STUDY

Ripple Effects: Multifaceted Mentoring of Educational Leadership Doctoral Students

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Researchers

Three researchers connected to the CSU Stanislaus Ed.D. program developed and conducted this study. The first author is the program director and associate professor. An educator who served as a P-12 teacher and administrator, she completed the Ed.D. at the University of the Pacific. The second and third authors completed the CSU Stanislaus Ed.D. program in 2014. The second author has served as a P-12 school counselor and adjunct professor in the school counseling program. He currently is a Student Assistant Program Chair and serves as a leader in The California School Counselor Association (CASC). The third author has served in various community college capacities and as an adjunct professor in research methods and education courses. She currently is the Director of Guided Pathways and First Year Experience at a community college. The first and second authors developed and conducted the study; the third author was a participant who also engaged in data analysis and writing.

Ripple Effects: Multifaceted Mentoring of Educational Leadership Doctoral Students

Debra Bukko, Ed.D., José Manuel Martinez Cárdenas, Ed.D., Regina Coletto, Ed.D.

Abstract

In this article we explore the impact of mentoring on individuals who completed a doctoral program in educational leadership. Participants described the impact and ripple effects of mentoring on degree completion and their work as K-20 leaders to inform policy, shape practice and transform education; they also provided recommendations for infusing mentoring into the doctoral program. Data collected through focus groups and Ripple Effects Mapping (REM) was examined through Social Capital Theory and indicates mentoring for professionals seeking the Ed.D. should be multifaceted, centered on the emancipatory belief in the capacity of each individual, and woven into each program element. This study contributes to mentoring literature and extends knowledge about the unique needs of P-20 educational leaders pursuing the Ed.D. We argue for provision of a multifaceted mentoring program, which draws upon the expertise of members within the program's network (faculty, program graduates and cohort members). Purposeful, proactive and responsive mentorship will meet the individual needs of each student, including candidates from diverse backgrounds and other marginalized populations.

Keywords: Mentoring, Educational Leadership, Doctoral Students, Ripple Effects, Social Capital, Graduates, Cohort, Faculty

Ripple Effects: Multifaceted Mentoring of Educational Leadership Doctoral Students

In 2005 the California legislature passed Senate Bill 724 authorizing the California State University (CSU) system to offer doctoral degrees in Educational Leadership (Ed.D). In a three-year period, P-20 working professionals complete coursework and dissertation research focused on educational issues related to diversity, equity, achievement and opportunity.

CSU Ed.D. programs were implemented in 2007 and are currently provided at 15 of the 23 campuses. The program at CSU Stanislaus began in 2008 and the first cohort of graduates defended their dissertations in 2011. To date, 105 of 125 individuals from eight cohorts have completed the program.

Despite changes in program directors, faculty and curriculum, two core elements have remained constant: purposeful recruitment of a diverse group of leaders and a belief in the capacity of each student to complete the rigorous program. Focused on these commitments and continued improvement, we sought to understand the impact and ripple effects of mentoring, particularly for students of color, in the CSU Stanislaus Ed.D. program.

Ripple Effects

Ripple effects have been defined as a "spreading, pervasive, and usually unintentional effect or influence of an action" (Merriam Webster, 2019). When a "pebble" is tossed into a pond, there is a direct impact followed by a series of ripples, which extend out into the water. Like that pebble, the impact of mentoring on the support and socialization of doctoral students has both intended and unintended effects. To identify and understand the possible ripple effects of mentoring, we conducted a qualitative study with graduates of the Ed.D.

program, using Ripple Effects Mapping (REM) (Emery, Higgins, Chazdon, & Hansen, 2015) to explore the role mentoring may have played in their doctoral experience and the possible ripple effects of that mentoring on their program experience and future leadership development.

Literature Review

Mentoring is a complex construct, influenced by the knowledge, interpersonal skills, and goals of both partners in the mentor-mentee relationship. To frame this study, a review of literature was conducted to define mentoring and to understand what is known about the impact of mentoring and the multifaceted roles played by both faculty and non-faculty mentors in doctoral programs.

Defining Mentoring

Merriam Webster (2019) references the character Mentor from *The Odyssey* in a definition of the term "mentor". In that tale, Mentor serves as a "trusted counselor or guide" charged with supporting the education of Odysseus's son. While guiding students continues to be a mentor's purpose, mentoring is a challenging concept to define because the needs of students can vary so widely (Mansfield, Welton, Lee, & Young, 2010). Additionally, the nature of the mentor-mentee relationship changes as students evolve throughout an educational program, varying by purpose and academic discipline (Crisp & Cruz, 2009; Grant, 2012; Lowery, Geesa, & McConnell, 2018).

Consistent within literature is agreement that mentors can support academic achievement through rigorous expectations with coaching, psychosocial encouragement through empathy and high levels of communication, and career support through networking and making "invisible systems" visible (Lowery et al., 2018; Tenenbaum, Crosby, & Gliner, 2001).

The Importance of Mentoring

Mentoring promotes socialization into academic institutions and can be instrumental in countering struggles experienced by doctoral students, including becoming overwhelmed, managing time, balancing the pressures of work and family and experiencing isolation during the dissertation phase (Brill, Balcanoff, Land, Gogarty, & Turner, 2014; Waddell-Terry, 2014).

Unlike many students enrolled in Ph.D. programs, Ed.D. candidates work full time as leaders within their professional roles. These individuals are educational leaders who have a strong sense of self and identity within their work; however, they may not have a clear sense of what the identity of a researcher and scholar may be (Chapman, 2017; Hall & Burns, 2009). In addition, many are first generation graduate students who may not understand how to navigate this upper level of the educational system (Brunsma, Embrick, & Shin, 2017; Chapman, 2017; Coryell, Wagner, Clark, & Stuessy, 2013; Gay, 2004; Grant, 2012; Rudolph, Castillo, Garcia, Martinez, & Navarro, 2015).

Faculty Mentors

Traditional conceptions of mentoring center on faculty. These roles are described as advising and mentoring interchangeably and often include course advising, developing scholarship and writing skills, networking, and support during dissertation research (Calabrese et al., 2007; Grant, 2012; Hall & Burns, 2009; Mullen, Fish, & Hutinger, 2010; Tenenbaum et al., 2001).

An important consideration when faculty serve as mentors is the power dynamic between mentor and mentee (Mullen et al., 2010). Power relationships differ for traditional and non-traditional students and can be exacerbated in mixed race mentoring partnerships (Grant, 2012; Patton, Harper, & Howard-Hamilton, 2003; Sedlacek, Benjamin, Schlosser, & Sheu, 2007). In higher education there are fewer faculty who reflect the diverse student population; therefore, cross-racial mentoring becomes necessary, requiring student and mentor to learn about each other's experiences, including dealing with racism (Johnson-Bailey, 2012; Patton et al., 2003).

Non-Faculty Mentors

Recognizing the diversity of needs within an Ed.D. program, a broader conceptualization of mentoring is needed. Limited research has explored who, beyond faculty, may serve as effective mentors of doctoral students. Some studies have found a form of support comes from networks comprising fellow students as well as family and friends who provide encouragement and time to focus on coursework (Mansfield et al., 2010; Waddell-

Terry, 2014). No studies were found that explored the role of program graduates as mentors in Ed.D. programs.

Social Capital Theory

Social networks are formed on the foundation of relationships and are an integral element within Social Capital Theory (Lin, 2001). Bourdieu (1986) defined social capital as the advantage acquired through social networks and posited that the cultural and economic standing of an individual depends on the size of the networks to which they belong.

Social Capital Theory has been classified as external (bridging) and internal (bonding) (Putnam, 2000). Bridging social capital helps individuals to gain access to diverse ideas, perspectives and resources. Bonding social capital can develop within a group working toward shared goals and requires an environment of mutual trust and respect (Emery & Flora, 2006).

Potential Ripple Effects of Mentoring

A review of literature indicates that mentoring provides support and socialization during doctoral studies. These mentor roles have been primarily filled by faculty focused on socialization into the academic institution and advising a student toward degree completion. For the working professionals in an Ed.D. program, mentoring may positively impact the development of a scholar identity and degree completion. Extending from this, mentoring may also provide the positive ripple effects of social-emotional support and social capital

network development; these ripples may sustain students during their doctoral studies and later in their work as scholar-practitioners and educational leaders.

Statement of the Purpose

The purpose of this study was to learn from doctoral program graduates their perceptions of mentorship during the doctoral experience. A further purpose was to generate recommendations regarding mentorship as a support mechanism toward program completion.

Significance of the Study

Learning from the experiences of individuals who completed the doctoral program contributes to existing scholarship, adding knowledge regarding the unique experiences of educational leaders seeking an Ed.D. Understanding the individual and collective experiences of graduates and learning from their recommendations offers potential to improve practice for current and future students. In addition, welcoming graduates to remain connected with the doctoral program community in meaningful ways builds and strengthens the extended networks necessary for shaping policy, improving practice, and deepening the impact of leadership in reforming education.

Research Questions

We sought to understand how graduates of the Doctoral Program in Educational Leadership describe the impact of mentoring during their doctoral experience and their recommendations for mentoring current and future students.

Methods

Data Sources

The perspectives and insights of program graduates were captured through qualitative research as this approach allows for an understanding of how people interpret and attribute meaning to their experiences (Merriam & Tisdell, 2016).

Purposeful sampling was utilized to recruit participants from the eight cohorts who completed the doctoral program (n=105). In addition to email invitations to all graduates, personal invitations were extended to those who identify with a race or ethnicity other than White as it was important to ensure data included the experiences of individuals who identify as a person of color. Table 1 describes the demographics of the cohorts and study participants.

Table 1

Educational Leadership (Ed.D.) Program Demographics, Cohorts 1-8

	Cohorts 1-8 Graduates (n=105)	Study Participants (n=13)
Person of Color (Not White or of European parentage)	45%	54%
White	55%	46%
First Generation Student	59%	69%
Female	69%	85%
Male	31%	15%

Data Collection

Ripple Effects Mapping (REM) is a participatory technique used primarily in community settings (Emery et al., 2015). Using qualitative focus group techniques in conjunction with visual mapping, participants generated data to evaluate mentoring impact. During the research activity, participants reflected upon their experiences individually and collectively. These experiences were then shared and mapped visually, allowing participants to "see" the ripples created by the impact.

Extending traditional qualitative focus group activities, REM involves "researcher-led diagrammatic elicitation, where the researcher draws the diagram during the data collection

process (with the participant's active input) for discussion" (Umoquit, Tso, Varga-Atkins, O'Brien, & Wheeldon, 2013, p. 7). As a data collection activity, mapping engages the participant and the researcher in co-creating data, which can prompt expansion on ideas and shared construction of meaning. Termed "theming and rippling" the group session captures the breadth of reporting impacts from all participants, generates impact themes, and examines ripples once themes are generated" (Chazdon, Emery, Hansen, Higgins, & Sero, 2017, p. 1).

The REM process involved three stages. In stage one, individuals jotted notes in response to questions about their doctoral experience. In stage two, participants shared their experiences with a partner and noted additional ideas to share with the larger group; an audio recorder captured the partner conversations. In stage three, participants re-formed as a focus group, which was videotaped. Transcripts from the audio and video recordings were used for data analysis.

Data Analysis

Immediately following the research activity, the first two authors met to debrief and review the map. The "theming and rippling" generated during construction of the map guided development of initial categories. Over several sessions, the researchers collaboratively engaged in the process of open coding to identify emerging themes. Finally, results were organized and compared to the map generated during the session. Respondent validation was utilized to ensure internal validity of the findings (Merriam & Tisdell, 2016).

Limitations

A potential limitation is the small sample size and the under-representation of male perspectives. Although multiple research dates were offered, geographic location may have impacted participation. While the Central Valley is perceived by many as a small, rural community, the area extends across six counties and graduates work and live outside of the immediate geographic area.

FINDINGS

Through this research we sought to understand how graduates describe the impact of mentoring and their recommendations for mentoring current and future students. The map created during the REM session provided the core themes reflected in the findings (see Figure 1); analysis and coding of transcripts from the partner and mapping session reinforced these themes.

Figure 1. Ripple Effect Map representing Ideas and Experiences Shared During Focus Group.
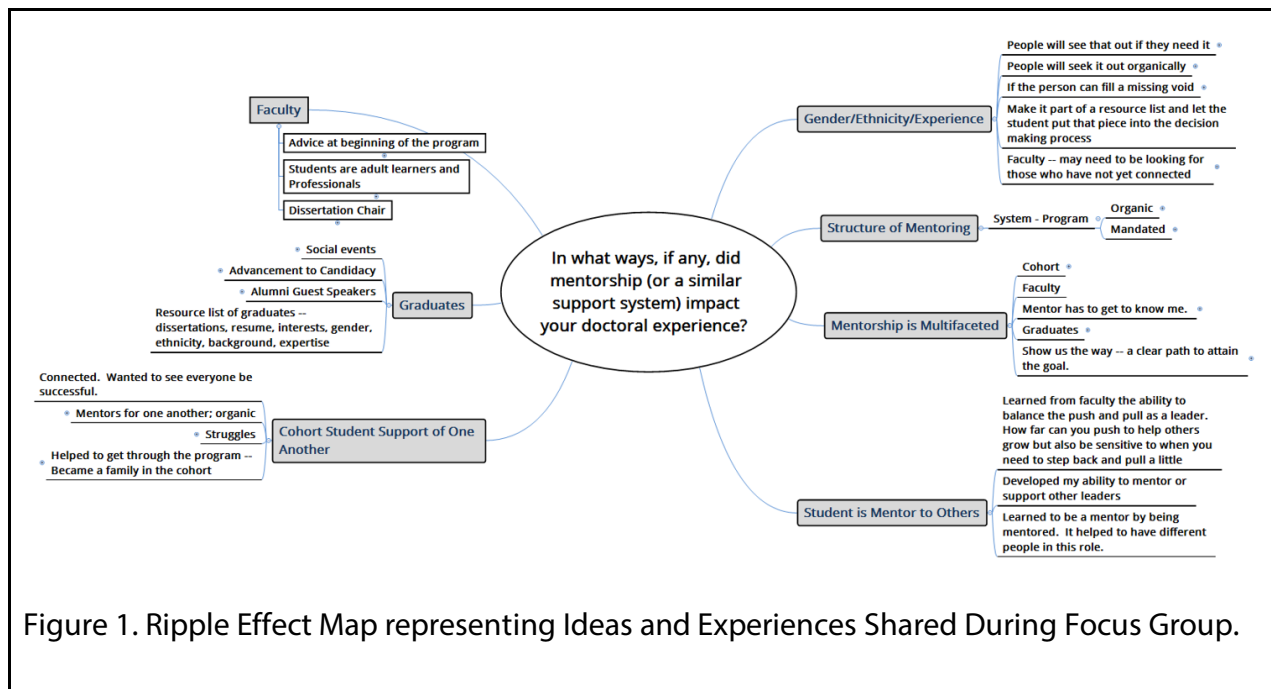
Mentoring Impact and Ripples

Two major themes emerged during this study: the structure of mentoring should be organic and mentoring is multifaceted.

Organic structure. An effective learning community is organic and dynamic, constantly changing to meet the needs of individuals as the group collectively works toward meeting desired outcomes. Such a learning community includes four elements: "a servant leader who performs as a guide and nurturer, a shared moral purpose, a sense of trust and respect among all members, and an open environment for collaborative decision making" (Hiatt-Michael, 2001, p. 117).

Participants indicated mentoring was most impactful when it emerged organically rather than from a structured or required program process. They shared that mentoring manifested from a core program belief in students as individuals, as leaders, and as scholars. These ripples of faculty mentorship resonated deeply with multiple participants. A common belief was that professors were committed to helping students build capacity. One participant shared that a faculty member asked her about her goals and what she felt she needed to grow. She expressed the surprise she felt because as a Latina who had experienced low expectations from teachers in the past, she was accustomed to fighting for help:

> I had to think, 'What am I missing to be an expert? I wasn't sure so I outlined what thought an expert did. She helped me to see how I can color in the expert. I needed the practitioner to identify that. I thought to myself, don't let me keep being a

mediocre person. Let me be the best, and if I don't know what that is, then I need for that expert to tell me what my areas of improvement need to be.

Increased self-awareness was a ripple effect of the student being asked what she needed.

Significantly, when prompted to explore the implications of mentors and mentees being matched by shared gender, life experiences or race, graduates of color articulated a distinction between a mentor who is a role model and one who is working to meet your individual needs. Reinforcing the importance of multidimensional mentoring, participants advocated for an organic structure that supports mentoring so individual needs can be met:

I think the mentor should fill a missing void, whatever that is, for the individual. If they need someone to look like them because throughout their experience in education they never had a mentor who is successful that can relate to their possible experience, I think that could be important. But most people look for more than a role model.

This participant went on to explain that she seeks individuals who have had different experiences from her own because she wants to see situations from multiple perspectives. "Finding someone who is too much like me means I may not grow."

From this discussion emerged a recommendation to develop a list of mentors with information that may help a mentee identify potential sources of support (e.g. gender, race/ethnicity, a short biography with key life experiences, work history, areas of research interest and expertise). From this resource, a student can connect with those who can meet their unique needs.

When considering the results of this study and research by Gay (2004) and Grant (2012) through Social Capital Theory concepts of Bridging and Bonding, we can see

individuals may benefit from mentors similar to them (bonding) and from those who bring diverse experiences to the relationship (bridging).

Multifaceted mentoring. Within Ed.D. programs, mentoring is often seen as a barrier to retention as it fulfills a need to belong within an academic setting that can feel foreign (Chapman, 2017; Coryell et al., 2013). Through frequent interaction, a positive nature, and being centered on positive concern for another, mentoring, particularly for scholar-practitioners in Ed.D. programs, can provide the socialization needed for academic success (Allen & Eby, 2007; Malin & Hackmann, 2016).

Faculty and dissertation chair. Impactful experiences with faculty and with the dissertation chair were shared by all participants. Key ripple effects included being an inspiration, understanding students, leveraging relationships to hold students accountable and modeling how to mentor others:

> What I learned from faculty is the ability to balance this push or pull as a leader. How far can you push or how much pressure can you apply to a group of people or a person to help them grow and then be able to be sensitive to when you need to take a step back and pull a little bit. For me it did play a role in my development as a leader, and also thinking about my ability to be a mentor to others.

Fellow cohort members. The CSU Stanislaus doctoral program has always included a cohort model with a group of students beginning the program at the same time and taking the same courses together. This cohort system provides a social network that supports bonding among members. Importantly, the diversity within the cohort also provided opportunities to bridge social networks. Participants shared impactful experiences in which

cohort members mentored one another, sharing celebrations, frustrations and support

during times of self-doubt:

> In our cohort we mentored each other. There were lots of us that had strengths in
> certain areas, and we grew from our experience with those people. For example, there
> may have been some people who were really savvy with technology, so we grew as
> they taught us. Maybe some people were very personable. Relationships were very
> easy for those people and we were mentored in that respect. I think it did play a role in
> my leadership ability, in my experience, and as a mentor to others.

> There were two different times there were people in our cohort who were losing
> momentum to finish. I went to her place of work. We mapped out a plan to get her
> back on track for her research. And another gal in my cohort did the same with a
> gentleman who was in the same place. We helped each other. You just start to feel so
> protective and committed to, "We are going to get this done. I'm going to help you".

As illustrated in participant experiences, mentorship is impactful and helps adult

learners to stay the course throughout a doctoral program. Support systems can help working

professionals balance the motivating factors that led them to the program with the realities of

seeking an advanced degree (Allen & Eby, 2007; Brill et al., 2014). Mentors provide role

models, assurance and acceptance when encountering self-doubt and academic challenges

(Waddell-Terry, 2014; West, Gokalp, Pena, Fischer, & Gupton, 2011). Access and intentional

connection to mentors as part of program structure can combat the self-doubt (e.g. "am I the only one feeling this way?" "Why am I doing this?") that can cause some to leave the program.

Graduates. Adding graduates as a source of support expands the social network available for doctoral students. Having completed the doctorate themselves, graduates bring bonding and bridging social capital to the relationship. Participants asserted creating a mentoring relationship between faculty and students, within a cohort model, and extending the network to include program graduates will provide multiple forms of mentoring:

> I think you have a great resource in your graduates. We come from all different areas and have had different journeys and different experiences. I don't think the mentorship should be mandatory. Make more resources available, so the individual who may be struggling can seek out an alumni who has already finished and who is breathing again, who is above the water to say, "This is the way to the land! You will get there!"

Participants uniformly asserted that a multifaceted mentoring program providing sources of support, including faculty, cohort members, and graduates, within an organic structure would increase the impact and ripple effects of mentorship on the academic, psychosocial, and career supports essential to doctoral student success (see Figure 2).
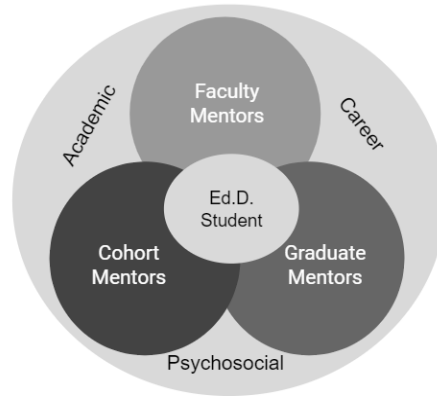
Figure 2. Multifaceted Ed.D. Mentor Network

DISCUSSION

Individuals pursuing an Ed.D. are working professionals who seek to leverage research and knowledge to effect meaningful educational change. Participants emphasized the positive impact and ripple effects of organic mentoring within coursework, within program structures such as the cohort model, and by networking with graduates. Making mentoring mandatory might be counterproductive as it may be perceived as "a burden on the student and something extra added to a long checklist."

Participants also articulated that an impactful element in their doctoral program experience was faculty who believed in their capacity to succeed and were committed to helping them in traditional and non-traditional ways. Recognizing this may not be the experience of all doctoral students, we acknowledge the critical importance of a program which includes purposeful appointment of faculty who operate from a place of deep equity consciousness. To leverage the impact and ripple effects that mentoring can promise, faculty

must authentically enact the belief that ***all*** students are capable of high levels of academic success regardless of race, class, gender, culture, or religion; they must also understand that traditional systems have created barriers to equity that have marginalized individuals and groups and actively work to identify, dismantle and replace inequitable practices with those that proactively create systems that support success for each student (McKenzie, Skrla, & Scheurich, 2006).

While doctoral students may be accomplished educational leaders, they may also experience self-doubt and insecurities and may enter the program wearing a "mask" or engaging in code switching. For example, one participant shared, "I would never ask for help because I don't want to be seen the way some faculty see people of color - always needing help." Given this reality, it is imperative that systems of support are woven throughout the program. Faculty should consciously look for indicators that a student may need support (e.g. engagement changes in class, not working to previous levels) and encourage the student to share concerns with faculty, a fellow student, or a graduate. One participant illustrated the impact of such an action on his experience:

> I was ready to throw in the towel. One day after class the professor told me about a
> time she considered quitting when her family was struggling. It created an
> opportunity for me to tell her what was going on with me. Now that I think about it,
> she probably saw that I was struggling.

In addition to hiring equity conscious faculty members with strong interpersonal skills, training mentors in culturally responsive practices is essential so they do not defer to mentoring practices that continue to reinforce the status quo (Brunsma et al., 2017; Gay, 2004;

Hall & Burns, 2009; Sedlacek et al., 2007). For mentoring to be meaningful, power and agency must be balanced, and mentors must be aware and willing to challenge their assumptions about student needs and the contributions students bring to the program (Hall & Burns, 2009).

Conclusion

Findings from this study indicate educational leadership doctoral programs should support students by developing, infusing and making transparent institutional supports, including mentorship, within all program elements (Patton et al., 2003). Consistent and deeply embedded inclusivity and equity consciousness within each program component, including recruitment, curriculum and climate is needed (Brunsma et al., 2017; Gay, 2004; Johnson-Bailey, 2012).

Furthermore, to increase the diversity, socialization and success of educational leadership doctoral students, development of a mentoring network comprised of program faculty, cohort members, and graduates is recommended. Essential to this network is a program that promotes equity-consciousness, culturally responsive practices, and relationships built on respect and regard for individuals as both contributors and as leaders. Additional research to examine the impact of multifaceted mentorship on doctoral students is needed. In addition, further studies to examine the reciprocal impact of graduate involvement in the doctoral program is warranted.

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CONCEPTUAL STUDY

Latina Trajectories to the Academy: Early Experiences, Education Policies, and Mentoring

Magdalena Martinez, Ph.D.

Abstract

In this article, I examine three Latinas' early educational experiences, key individuals who shaped their academic paths, their mentorship influences, and the policies and programs that propelled them to complete their doctoral studies. I offer an in-depth analysis, situated in Latinx critical theory (LaCrit) and Chicana feminist theory, of a group of Latinas in the academy, the individuals, education policies, and institutional resources that shaped their trajectories. I discuss two findings that emerged in their early and doctoral education experiences: the role of education policies and programs as experienced by them, and how race and racism intersected with their educational trajectory. I offer two recommendations to improve pathways for Latina doctoral students: continued advocacy for education policies that widen opportunities and implementation of asset-based mentoring programs.

Keywords:

Latina Trajectories to the Academy: Early Experiences, Education Policies, and Mentoring

Latinas are underrepresented in the academy, despite their academic outcomes. Consider, for instance, that Latinas represent almost eight percent of the doctoral degrees (National Center for Education Statistics, 2017) awarded each year, yet they make up two percent of the overall faculty (National Center for Education Statistics, 2018) and less than three percent of executive-level positions in higher education (Kline, 2017). To expand the pathways, we need to examine how Latinas in the academy traverse education pipelines, the role of mentoring, and education policies. Specifically, mentoring during doctoral studies imparts critical information and networks that position future professors and higher education executives (Kamimura-Jimenez & Gonzalez, 2018; Ramirez, 2017; Turner & González, 2011). A new understanding of mentorship is needed, one that is emancipatory in practice and can expand the pipeline for new entrants who have historically been excluded from mainstream post-secondary institutions.

As a community of scholars, we need to expand our understanding of the epistemological assumptions of mentorship in higher education. By understanding Latinas' educational trajectory, we can uncover the ways in which mentoring, education programs, and policies aid or hinder the success of women of color in doctoral programs. Critical theories, such as Latinx critical theory and Chicana feminist theory, offer a lens to understand Latinas' experiences and expand our understanding of how they negotiate, develop, and use survival strategies along their career trajectory. Scholars need to examine the cultural, historical, and sociopolitical experiences to understand how they shape or deter Latinas from getting past the doctoral finish line. In this article, I examine three Latinas' early educational

experiences, key individuals who shaped their academic paths, their mentorship influences, and the programs or policies that propelled them to complete their doctoral studies.

Latinas and Post-secondary Mentoring

Scholars have identified how undergraduate Latinas come to aspire and see themselves as "graduate school material" through their familial support, sense of community responsibility, participation in institution mentoring programs, and meaningful relationships with faculty or higher education professionals (Luna & Prieto, 2009; Patton, Renn, Guido, & Quaye, 2016; Schueths & Carranza, 2012). Their relationships with faculty and higher education professionals demystify graduate studies while at the same time providing them with the technical knowledge needed to navigate the process (Kamimura-Jimenez & Gonzalez, 2018; Ramirez, 2017). A genuine interest in the well-being of students is a crucial ingredient for doctoral success. For instance, Rodríguez (2016) examined the personal narratives of Latina doctoral students to understand the key attributes that contributed to successful mentorship relationships during their graduate studies. Key among her findings were that not only is academic support necessary, but more importantly, the personal encouragement they received throughout their graduate studies created a culture of love and inclusiveness where they were allowed to be vulnerable, authentic, and build lifelong relationships with each other and their mentor.

Recently, Acevedo-Gil and Madrigal-Garcia (2018) described a spiritual mentor-activism framework to engage Latino emerging scholars. Like Rodríguez (2016), the author found that congruency needs to exist on their commitment to Latino communities. The

authors concluded that through relationships with seasoned scholars, Latino students

experienced academic validation, an element essential to a scholar's academic identity in the

academy. Using the framework of community cultural wealth, Espino (2014) uncovered the

ways that Latino doctoral students activated navigational capital, resistant capital, social

capital, aspirational capital, and legitimated forms of cultural capital to access graduate

school. However, Espino's participants were aware that White-stream (Urrieta & Méndez

Benavidez, 2007) cultural capital was necessary for gaining access to socialization processes

and support mechanisms that led to funding and faculty career opportunities. Critical

scholars have paved a way to study the experiences of Latina doctoral students' trajectory;

however, few studies have examined in-depth the education policies and institutional

resources that shaped Latinas' experiences and helped pave the path to the academy. In this

article, I offer an in-depth analysis, situated in Latinx critical theory (LaCrit) and Chicana

feminist theory, of a group of Latinas in the academy, and the individuals, education policies,

and institutional resources that shaped that their trajectories.

Latinx Critical Theory, Chicana Feminist Theory, and *Testimonios*

Latinx critical (LatCrit) scholars center their inquiry on the Latinx population in the U.S.

and the intersection of race, ethnicity, class and emphasize the cultural, historical, and

sociopolitical contexts that shape their experiences (Solórzano & Yosso, 2001). LatCrit

theorists examine the multiple forms of subordination in society, including discrimination

based on language, immigration, phenotype, and sexuality. Racism is assumed to be a

systemic barrier in U.S. society and the aim is to uncover the many embodiments of racial

discrimination in societal structures. For instance, LatCrit scholars demonstrate how

individuals encounter and resist microaggressions (Solórzano, 1998; Solorzano, Ceja, & Yosso,

2000). In the United States, microaggressions range from overt to subtle assaults that

perpetuate master narratives which harm communities of color and undermine social justice

efforts. LatCrit scholars examine individuals and groups, their specific and local experiences

with race, ethnicity, gender, community, and forms of resistance and agency (Fernández,

2002; Solórzano & Delgado Bernal, 2001; Yosso, 2005). Chicana Feminist Theory takes up

tenets of LatCrit and incorporates critical components important to women.

Chicana feminist scholars argue sexism, in addition to racism, is an assumed systemic

barrier. Further, "issues of immigration, migration, generational status, bilingualism, limited

English proficiency, and the contradictions of Catholicism" (Delgado Bernal, 1998, p. 561) are

culturally specific experiences that frame women's understanding of the world around them,

how they are positioned, and how they respond (Blea, 1992; Delgado Bernal, 1998, 2001,

2002; Espino, 2016; García, 1989). Chicana feminist scholars bring attention to the intersection

of multiple oppressive circumstances that shape women's experiences and their resistive

practices. Scholars highlight the multiple ways that Latinas are active agents as they interpret

their social realities, and strategically organize, oppose, and employ a repertoire of survival

strategies grounded in their culture specific experiences (Barajas & Pierce, 2001; Delgado

Bernal, 1998, 2001; Espino, 2016; García, 1989; González, 2002; Hurtado, 2003). Issues of race,

ethnicity, gender, class, culture, and power are at the forefront of such analyses, and their

specific local histories and contexts provide important analytic frames to interpret individual

and group experiences. Chicana feminist scholars use transdisciplinary analytic approaches such as counterstories, and *testimonio* to accentuate structural inequities and to give voice to individuals affected.

Testimonio is a first-person account that gives voice to Latinas and is an approach that has been employed by scholars to analyze women's multiple identities that informs their experiences (The Latina Feminist Group, 2001; Castillo-Montoya & Torres-Guzman, 2012; Espino, Muñoz, & Marquez Kiyama, 2010; Huber, 2009; Reyes & Curry Rodríguez, 2012). In education research, Huber (2009) has identified central components to *testimonios,* including that *testimonios* describe the inequality and inequity people of color confront in their daily lives, are situated in the lived experiences of people of color, and are rooted in the histories and memories of larger communities. *Testimonios* reveal the ways people are active agents and seek to replace oppressive conditions. Finally, *testimonios* are a challenge to the apartheid of knowledge that exists in academia (Huber, 2009, p. 645). In higher education research, *testimonio* approaches have been used to investigate Chicana doctoral experiences (e.g., Espino et al., 2010), female scholars of color (Martinez, Alsandor, Cortez, Welton, & Chang, 2015), teacher education programs (Cervantes, Flores Carmona, & Torres Fernández, 2018), undocumented undergraduate students (Romo, Allen, & Martinez, 2018), and leadership in higher education (Martínez & Fernández, 2018).

Data Sources and Participants

The data in this article is part of a larger project that collected the narratives of women of color in higher education and policy-making in a southwestern state. A total of 25 women

participated, in this article I used three narratives of Latina Ph.D.s who were faculty or executive administrators in higher education. I used purposeful sampling to identify participants who fit a specific gender, ethnic and professional profile that could provide information-rich *testimonios*. Given the interconnectedness of education communities, the participants knew each other. Each audio interview was transcribed and coded to identify emergent themes (Saldaña, 2015). I feature participants' quotes, rich with details, to provide a deeper understanding of their experiences. I did not design the study to be generalizable; instead, I designed it to shed light on the narratives and experiences of Latinas in the academy, one-by-one. The women, Lorena, Emma and Meli,[1] were heterosexual and at different states of their careers in the academy.

Lorena was born and raised in southwest and the daughter of Mexican-origin parents. She had worked in higher education for two decades and was a seasoned faculty member, well on her way to obtaining full professorship. She completed her Ph.D. in education in the Southwest. Emma was born and raised in the southwest. Her Mexican immigrant parents were working class and instilled a love for learning. She completed her Ph.D. in education at a selective research university in the Midwest. Emma was a seasoned post-secondary executive who had worked at Predominately White Institutions (PWIs), Hispanic Serving Institutions (HSIs), community colleges and selective universities. Meli was born and raised in the Southwest. Her parents, Mexican immigrants, separated, and she was raised by a single

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[1] Names are pseudonyms.

mother. Meli completed her Ph.D. in education at a selective university in the Midwest. She was a tenure-track professor at a research university.

Social, cultural, and economic resources shape opportunities. In education spaces, these resources often determine how students traverse and build trajectories. I was interested in understanding the social, cultural, and economic experiences that shaped Latinas' opportunities, the individuals who mentored them, and programs that propelled them to excel. Using *testimonios*, I considered the ways Latinas storied their experiences to make sense of personal adversity, opportunity, gendered, and racialized events. In the following section, I discuss findings related to their early education and doctoral experiences.

Early Education Experiences: From Political Activism to Access Policies

I discuss two findings that emerged in their early education experiences: the role of education pipeline policies and programs as experienced by them, and how race and racism intersected with their educational trajectory. The three women came of age on the heels of the 1960s and 1970s civil rights movements. Raised in the Southwest, they were in the thick of the Chicano Movement and they understood there was a direct connection from activism to social policies that expanded educational pathways. For instance, Meli recalled seeing United Farm Workers' picket signs and strikers at her local grocery store discouraging residents from buying grapes. She reflected:

> [At the time], I don't think I really understood why Raza were picketing or how it was all connected to my own family. My father was a farmworker, but I knew that there was a group of people who were hurting because of the choices we made in the grocery

stores. Later in life I understood how the "huelgas" were connected to a larger civil rights movement and how many of the education pipeline programs were built on the backs of many of these individuals.

Education pipeline programs or social policies that sought to expand opportunities for previously excluded communities were critical in the women's academic trajectory. However, in their experience education policies and programs were also used to exclude students of color.

Education Policies and Programs

In elementary school both Emma and Meli were identified as English language learners. However, for Emma, who was raised in a predominantly white community, public school policies were also used to perpetuate inequalities. She described:

My mom told me that they [the elementary school administrators] wanted to put me in special education classes because Spanish was my first language. They wanted to send me across town for special education, where mostly families of color lived. My mom said, 'no' because we literally lived across the street from my neighborhood school. I don't know how my mom did it or talked to them because her English was very limited, but she did. She knew what they were doing, she understood the intent of such a move and how it would affect my academic opportunities in the long run.

Emma's mother, despite her limited English, was determined to advocate for her daughter's educational opportunities and not only call out discretionary practices, but also resisted by refusing to send her "across town" when she could attend her neighborhood school. Similarly,

Meli's first language was Spanish and she recalled being pulled out of class for English

language instruction: "I wasn't pulled out for the gifted program; in fact, none of the kids that

were in the gifted programs had a last name that ended with 'z' like mine." Meli remembered

the room where she was taken for English language instruction:

> I think it was a supply closest because the room was surrounded by tall metal
>
> bookshelves, stacked up to the ceiling with books, unopened boxes, cleaning supplies,
>
> and those huge industrial yellow brooms and mops in the corner. There was a high,
>
> very small window that didn't really allow sunshine in so it was dark and very cold. In
>
> the room, we would sit in a circle with a teacher and white flip chart. The teacher,
>
> usually Latino too, would incentivize us to enunciate similar words like "cup" and "cop"
>
> correctly by giving us a free ice cream coupon we could use during lunch.

Bearing witness to the physical and racial inequalities at her school, Meli recognized how

education policies shaped educational opportunities for Latino students. Moreover, she

recounted how her elementary and middle schools were majority Latino students, yet few

teachers or administrators spoke Spanish. As a result, Meli was often the official translator for

her mother and teachers during teacher-parent conferences. In the absence of culturally

connected teachers and administrators and poorly implemented education policies and

programs, rather than widen the education pipeline students found themselves demoralized

and further segregated within schools.

Race and Educational Trajectory

From an early age Meli and Emma witnessed and endured the limitations of education policies intended to widen opportunities. Race was often the factor that shaped how policies were interpreted and implemented. Lorena, a decade older than Meli and Emma, also confronted race and racism in her early years. Because of her light skin, Lorena "passed" and was often a target for "minority" academic and leadership opportunities. Lorena speculated that phenotype played a role in her trajectory:

> When I look back at the people who helped support me in high school and in college, I would say – I don't know how else to say it – I had a lot of White women who supported me. I also look back, I'm not dark and I don't have an accent. I wasn't that different than them. But that's not what I saw with peers, you know. Peers who were Puerto Rican or had accents. There were judgements made about them.

By passing, Lorena believed she appeared "less threatening" and more "like them" or the teachers and administrators who often nominated students. Both Emma and Meli had different high school experiences than Lorena. They also understood that race was a key factor in how school teachers and administrators perceived and counseled them. Emma stayed in her neighborhood school and eventually was college-tracked: "I was an honors student, always motivated to do well, not just for my parents but teachers too." One day she recalls her sister, a first-year college student at the time, called and asked her if she was attending college presentations at her high school. "I told her 'no,' and then I told her my counselor said given my PSAT scores I should consider the community college. The next time

she was in town, she marched down to my school and demanded they change my high school counselor. That changed everything. I ended up getting a one-year scholarship to [the state's land grant university].

Meli was also counseled to attend her community colleges, even though she was an honor student and had the prerequisites to attend her local university. Meli enrolled in her local community college and eventually transferred to her local university. It was at her local university where she met a Chicana professor, as she recounted:

> I remember she asked me, "What graduate schools are you considering?" I'd never even considered graduate school, and all of the sudden this woman assumed I was applying and going. It was a transformative moment, someone who I looked up to thought I had what it took to be a graduate student. Although she is in a different discipline, throughout the years we've kept in touch. She has always been a source of support and inspiration.

Access pipeline programs along with key individuals were pivotal in the three women's education trajectory, from the early years to graduate school. For instance, Meli and Emma attended graduate students of color recruitment programs sponsored by elite universities. Through these programs they met faculty and students of color who demystified the application process, introduced them to a cadre of peer mentors and institutional support resources that eventually punctuated and ensured their success in graduate school.

Flipping the Script in the Academy: Socialization, Mentoring, and Landmines

The women understood the transformative power of education and were motivated to pursue a Ph.D. to give back to their communities. Once in graduate programs, their doctoral socialization and mentoring experiences varied. As a result of their experiences, they were driven to "flip the script" once they were in positions of influence and decision-making. While in graduate school, their lived experiences and community cultural wealth (Yosso, 2005) was seldom reflected or validated. For instance, Emma remembered her first year of doctoral studies:

> No one mentored me, despite the fact that our department had a Latina professor. Her inability to mentor was based on the script that she thought was true to be successful. To be successful did not include mentoring other students that maybe looked like her, had similar experiences to her. The script was not to mentor, it was to produce. Those that she ended up mentoring were mostly white male students who knew how to take advantage of faculty relationships.

After her first year, Emma decided to marry her long-term partner. When she shared the news with her Latina professor, "She told me to my face, I was off her radar. She said, 'You will be married, get pregnant, and you will drop out of the program. I've seen it before.' It was her script, that's what she knew." Emma's experience led her to "figure things out for [her]self or by observing successful advanced doctoral students." The three women were driven to "get past the graduate finish line" as first-generation college students and knew they had to

identify alternative communities of support to obtain the socialization and mentoring they needed to be successful.

Doctoral Socialization

Doctoral socialization, a critical component to successful completion (González, 2006), was not something that the women understood at the time, but they observed the ways in which they were on the outside of this socialization. Emma summarized, "I didn't see myself as a colleague of the faculty. I saw white, male colleagues operate like that, but not me. Back then it was like, 'he's so smart', or 'he has something that faculty want', and obviously I didn't. With time, I see that 'yes', maybe that was the case, but it was also that my white, male colleagues knew and understood, 'I'm supposed to get close to you so I can get what I want.' Further, the "script" Emma referenced may also be shaped by the unspoken reality many faculty of color face, particularly at selective universities. Faculty of color face overt and covert racism, are beholden to represent one's race or ethnicity on multiple committees, suffer from negative or unintended consequences of being seen as an affirmative action or target-of-opportunity hire, and feel pressured not to show preference for students who look like them (Garrison-Wade, Diggs, Estrada, & Galindo, 2012; Gomez, Ocasio, Lachuk, & Powell, 2015; Trower, 2012; Turner & González, 2011; Valverde, 2003).

Meli recounted a similar story: "As doctoral students, you heard from other students who were the professors you wanted to work with, and who you should stay away from. As part of my fellowship, I was assigned to a professor, a white male. I was excited to work with him because he was well respected by students. Sadly, during my first semester, he

announced he was leaving to another university. That left me alone." Meli was then invited

by a clinical professor, another white male, to work on a multi-year project. "Although he was

not a tenured professor, he welcomed me as part of his team, gave me the space to explore

new ideas and research areas of interest and, more importantly, he was genuinely interested

in my overall well-being. Even now I visit with him once a year because he continues to be

someone I trust."

Academic *Comadres*

Meli reflected on her peer mentors, or what she called "academic *comadres*." There

was a strong university-wide graduate students of color organization that created

communities of support and encouragement. "I met many of my academic *comadres*. We

would share our challenges, ups and downs, and more importantly strategies for success."

Emma explained how institution-sponsored programs made a difference in her doctoral

studies as well:

> I used the [graduate college] **a lot**. They would offer seminars. It was through [the
>
> graduate college] that I knew I could get statistical help for my dissertation. It was
>
> through [the graduate college] that I knew the library had seminars on how to do
>
> research. I didn't have a faculty member tell me that. I think it was a colleague of color
>
> who told me about the statistical tutoring. I started using it and I realized I could have
>
> a standing appointment.

Lorena also shared she had few mentors of color during her doctoral training, but

recognized that access policies opened the academy doors for two of the three faculty

appointments where she was an opportunity hire. While such programs create an entry to the academy pipeline, the institutional language used to classify such efforts may contribute to the backlash experienced by individuals who fill these positions. Well-intended efforts, whether opportunity hires or diversity plans, are the source of microaggressions for the individuals they are intended to serve (Iverson, 2007; Sensoy & DiAngelo, 2017). The women acknowledged this tension as they passed through the "eye of the needle" (Gándara, 1982) as doctoral students and then as professors and professionals in the academy. In a seminal essay, Uttal (1990) argued that women of color experience an inclusion in the academy without influence. She asserted this form of tokenism perpetuates acts of racism, microaggression, and sexism. The women in the study echoed similar concerns about the academy once they entered as professionals. While the women recognized the importance of education policies that expanded the pipeline, they were concerned about the way the implementation of such programs perpetuated microaggressions in the academy.

Landmines: Microaggressions in the Academy

In the academy the women navigated racist environments and a culture of microaggressions. "Stepping on landmines" was a metaphor used by Lorena to describe how she matured as a scholar and learned to read the academy's social and political landscape to determine her framing of problems and solutions. All the women shared incidents of microaggressions. Emma, who was a college executive, remembered a colleague confronting her, "Who do you think you are coming in here with all your degrees and giving away our money to Hispanics?" Emma also highlighted the complexities of microaggressions within communities of color:

After testifying at a legislative committee meeting on my college's status in obtaining designation as an HSI, a regent stated on public record that Black students would not feel welcome at an HSI. The regent, who is African-American, added that in his view obtaining HSI designation would be to the detriment of Black students. Although Latinos and Blacks face similar economic, political, social circumstances, the economic and social vulnerability of both groups is fodder for perceived threats. The influx of Latino students in higher education has been viewed by Black community members as further evidence that Blacks will be left with diminishing access, funds, and positions of influence.

Emma's vocal support for equity, students of color, and anti-racist discourse often placed her on the margins, even among people of color. Prior to transitioning to a tenure-track position, Meli also shared her experiences with microaggressions at the highest levels of post-secondary organizations:

During my first year [at the state higher education office], I met with my direct supervisor at least once a month to discuss projects, progress, and leadership philosophies. Her random disparaging comments about Latinos who had worked in office or who were professors initially surprised me but her comments were always couched in the astuteness of academe and her Southern genteel politeness. With the conviction of a veteran academician she would ever so slightly question or dismiss Latinos in the academy and their qualifications.

The women acknowledged that the severe underrepresentation of other Latinas in similar professional positions made them consider early in their careers whether other paths might be more welcoming to them. Researchers document the ways in which racist practices harm groups of people psychologically and economically (Alvarez, Liang, & Neville, 2016). In the academy, we have not begun to examine the economic costs of pushing out professors of color and the long-term individual and societal implications.

Reframing Mentoring and Professional Goals

For this group of women, confronting racist attitudes and microaggressions prompted them to frame their mentoring and professional goals that extended equity and representation. Emma recounted:

> As a self-identified Chicana, my experiences as a first-generation American and college student facilitated the construction of a personal and professional agenda to help bring those on the margins into the forefront of higher education. My family's existence from paycheck to paycheck built character, bicultural experiences in an immigrant family engendered compassion and responsiveness, and academic struggles fostered appreciation . . . I constantly reminded myself that if my parents could emigrate from Mexico to the United States with limited English skills, no savings and inadequate education, I certainly could navigate the world of academia with a Harvard degree and fellowship in hand.

Similarly, Lorena explained when she transitioned from being a "neutral" professor to speaking up about the harmful effects of racism:

When I used to teach diversity, I didn't pick a side. I felt I needed to be neutral, but I started to hear teachers say things like, "they don't speak English" and "I don't have time for that" and "that goes to show there are more blacks in prison," blaming the victim. I decided I needed to be really upfront on where I stand on these views. I wanted them to know that if we, as teachers, cannot control our biases then those biases result in discrimination. So, I started to really rethink how I said things. Not holding back, I became more direct, I stepped on some landmines.

As professionals in the academy, they drew from the strength of other women of color, many of whom they had completed doctoral degrees with, met at conferences, or on their campuses. They were motivated to create different approaches to mentoring for their students based on their experiences.

Meli shared, "Although my university strongly discouraged early career professors from over-extending themselves with mentoring responsibilities, I continued to see students, especially doctoral students of color. I would let them know up front that my level of involvement might be limited their first couple of years until I developed a strong footing at the university. They appreciated my honesty." Lorena aspired to mentor and empower students and colleagues by creating opportunities to lead. Lorena elaborated:

As I've gotten older, when I would lead, I would make a lot of decisions because I felt like I was saving a lot of time. But I feel like people need mentoring and they need opportunities to learn how to lead. I guess I've become more of a facilitator leader. And I can do that because I'm older. I wanted control when I was younger, I'm more

comfortable with being less informed than others now. It's okay if someone is more informed than me.

They agreed that their early education and doctoral experiences shaped how they mentored students at their institutions. Emma reflected on her mentoring philosophy, "I make no assumptions about who they are or what they know. I get to know what their strengths are. I invest in people and use my background in student development to support and challenge them." Further, when it comes to Latino students, "I feel I can be more informal and loving. That is, I show my loving side too because we share a common culture and experiences."

Mentoring Recommendations

Through *testimonios* I gained insight into the individuals, institutional resources, and education policies and programs that elevated the women in this article and at times attempted to hold them back. I offer two recommendations. First, at a time when education policies and post-secondary access programs are under assault, we know that many individuals have benefited from these initiatives, including the women in this study. Emma and Meli spoke of policies that were aimed that equalizing opportunities such as English language instruction or special education, yet in their experience policies were also implemented to be roadblocks and, at other times, opportunities. For instance, post-high school, many students of color—including the women in this article—benefited from college access initiatives that demystified higher education and introduced them to individuals and institutional resources for graduate school. In the last decade and a half, however, there have been systematic attempts to eliminate access programs for all underrepresented student

populations (Chun & Evans, 2015). Based on the experiences of the women, these programs created important opportunity pathways. Dismantling education policies that underpin access programs will have severe implications on how we mentor doctoral students and the country's ability to diversify the academy. However, as evidenced in the *testimonios* of the women in this article, not all pipeline education policies are beneficial for students. Policymakers and institutional leaders should consider the ways in which targeted populations experience policies intended to widen the education pipelines. Moreover, academy mentors and leaders who are committed to equity need to be at the forefront of advocating for culturally relevant education policies across the education pipeline, especially those policies and programs that widen the academic ranks of Latinas.

Second, key individuals shaped the women's academic and career trajectories. From family members, peer-mentors, and professors (both of color and white) validated their familial, aspirational, linguistic, navigational, resistance, and social capital that helped them survive unfamiliar education territory, especially in the academy. For instance, Emma spoke of cultural strengths in the form of her family's immigration narrative that propelled her to continue her doctoral journey. The three women were academically talented and motivated to be successful doctoral students. However, once in the academy their lived experiences were often invalidated. The women were often reminded that White-stream capital was necessary to gain access to the socialization processes and support mechanisms that could lead them to faculty careers. This is where doctoral mentoring programs are especially vital. Leaving doctoral women of color to figure it out for themselves will minimize their completion or opportunities they are likely to pursue beyond their doctoral degree. Doctoral

mentoring programs are often designed as a one-size-fits-all, but clearly the lived experiences of students shape how they engage with faculty, peers, and whether they access institutional resources to ensure their completion. Asset-based approaches to mentoring can validate cultural strengths Latinas bring with them to graduate school and enact in their daily lives. An example is the spiritual mentor-activism framework proposed by Acevedo-Gil and Madrigal-Garcia (2018). Institutional leaders and faculty should critically examine doctoral mentoring programs to understand whether the embedded assumptions align with the equity goals and women of color lived experiences.

Despite the multiple systemic barriers and roadblocks along the way the women in this article were clearly motivated to create meaningful change through their actions and vocations in higher education. Meli summed it up: "We must move forward and advocate for the policies and programs that opened the door to the academy for us." Today's diverse student population should be tomorrow's academy, leading in new ways to research societal concerns and propose relevant and timely solutions. However, if the academy culture does not change, specifically how Latina doctoral students are mentored, not only will Latinas lose out, but so will our society.

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PEDAGOGICAL PERSPECTIVES

Sustained Mentoring of Students of Color: A Testimonio in Two Voices

Sharon H. Ulanoff, Ph.D., Nadia Aguilar

My educational trajectory is highlighted by the many educators that played an influential role in my education, and I remember those pivotal moments when they impacted me the most. My fifth-grade teacher, Mr. Martin, gave his students attention and infected us with a passion for learning. He took us on a field trip to a university and told us that we would all be going to college and for many of his students, including myself, it was the first time we stepped foot on a university campus and had a teacher telling us that. Mr. Martin taught us to believe in ourselves and developed in me a love for learning. I remember one time I forgot my math book at school, and he drove to my house to drop it off because my mom did not drive. As a student, I saw the attention and commitment he had for his students and felt that he authentically cared for our education and wellbeing. —Nadia

I have been lucky to have mentors throughout my educational career, from my creative writing teacher, to my close friends from Oak Street School, where I taught for more than 13 years, to my colleagues who I learn from every day. But the mentors I have learned the most from are my students. I learned from bilingual elementary students how to challenge and excite them and support their language acquisition in multiple ways and the importance of my actions and inactions both

contextually and politically. I learn from teachers and educational leaders how to

navigate teaching and learning in mutually beneficial ways.   —Sharon

There is a growing body of research that examines the advantages of mentoring first generation graduate students of color as they navigate advanced degrees (Ortiz-Walters & Gilson, 2005; Smith, 2007). Much of the literature focuses on relationships between mentee and mentor and how programs can include pedagogical practices that facilitate leadership growth (Flores Carmona & Luschen, 2014; Prieto & Villenas, 2012).

The research on mentoring further offers definitions and blueprints for developing programs that support students of color as they navigate higher education (Brown et al., 1999). Mentoring can be defined as "a form of professional socialization whereby a more experienced (usually older) individual acts as guide, role model, teacher, and patron of a less experienced (often younger) protégé" (Moore & Amey, 1988, p. 45). Mentoring is inherently linked to leadership as mentors guide and support students as they navigate academia (Moore & Amey). This focus on guidance and support (Chandler, 1996) seems incomplete— ignoring the duality of the relationship between mentors and mentees, especially relationships that develop organically and informally (Desimone et al., 2014). We believe that mentoring is mutually beneficial (Beyene, Anglin, Sanchez, & Ballou, 2002; Cole, 2015) since we are instrumental in developing, maintaining, and supporting the relationship; we both gain from our engagement as mentor and mentee and at times those names apply to each/both of us as roles evolve.

Our Mentoring Journey: A Testimonio in Two Voices

Using a dual voiced *testimonio*, a first person narrative focused on lived experiences (Beverley, 1989), we discuss the mentoring practices in one Ed.D. Program in Educational Leadership at a large urban public university in California through the eyes of one mentee, Nadia, and her mentor, Sharon. The use of testimonio as a methodological tool focuses on creating a collective understanding of experiences that are often left untold, and explores participants' "critical reflection of their personal experience within particular sociopolitical realities" (Bernal et al., 2012, p. 364). As methodology, *testimonios* give "voice to silences, representing the other, reclaiming authority to narrate, and disentangling questions surrounding legitimate truth" (Bernal et al., 2012, p. 365). Our goal for this testimonio was to create a collective understanding of our experiences as mentor and mentee. As we navigated our testimonio we responded to specific questions first individually and then jointly, co-constructing the narrative as a collaborative effort.

Our collective understanding includes self-reflection on our relative roles in the Ed.D. program, how we learned from each other, and the practices that supported Nadia's success through the lens of *shared authority* (Frisch, 2003; Wong, 2016), a term used to describe the interviewee-interviewer relationship in oral histories. The notion of shared authority in oral history research considers the power imbalance between the researcher and the participant, whose story the researcher will narrate through their work. Since we co-constructed this testimonio together we were not dependent on informants to generate the story nor were we placed in a position of authority as interviewers (Enguix, 2014). Rather, we negotiated our shared narrative through a self-reflexive stance with attention to each other's stories and

where we "fit" into the larger narrative. Therefore, we use the term shared authority as it embodies "the cultivation of trust, the development of collaborative relationships, and shared decision-making" (High, 2009, p. 13) that became part of our shared story as Nadia navigated her doctoral studies through graduation and beyond. The following testimonio describes how we both approached this relationship and how it evolved over the course of Nadia's program.

Nadia on entering the program. I decided I was going to pursue a doctorate degree as I was completing my last year in my graduate program in special education. I did not have a faculty "mentor" at the time other than my assigned academic advisors, whose advice I followed to a T. I have always been passionate about education and my personal experience working with students with special needs spearheaded my desire to pursue a doctorate in educational leadership. I did my research on the various educational doctorate (Ed.D.) programs that were available near and far. Ultimately, I wanted a program/campus that felt safe like the university I attended, where I successfully completed both my undergraduate and graduate degrees. A full-time student, I was also the head of my household and working full time as a special education teacher. I could not afford to complete a doctoral program that would require that I take a leave of absence from work. I was looking for an Ed.D. program that was going to value my diversity and experience in all the roles I play as an educational practitioner, woman of color, and researcher. I am a trailblazer in my family as the first to earn a graduate degree and to pursue a doctoral degree. I was looking for a program that was going to develop the skills needed to become a leader in education and contribute to groundbreaking changes in terms of research, leadership, and pedagogy.

Sharon on beginning to mentor. Although I benefited from mentorship during my career, I never gave the concept much thought until I co-authored our Ed.D. program in 2008 along with two colleagues. We worked hard to formalize mentoring practices in our program, including laboratories of practice (labs) adapted from the Carnegie Project for the Educational Doctorate (Perry & Imig, 2008). Our version of labs included faculty-student mentoring in addition to cross-age/cross-cohort groups, where students further along in the program support newer students. The students are initially placed in labs based on research interests and stay in the same lab through their first two years of study. Once students enter the dissertation phase they usually switch to their dissertation chair's lab.

Dissertation Writing Support

The dissertation phase of the Ed.D. kicks the need for support into high gear. Suh (2008) compares the support a mentor provides during dissertation writing to running a marathon, stating "to finish it successfully, you have to create a support system that allows you to breathe" (p. 91). The dissertation process requires determination, balance, and support.

Nadia on writing her dissertation. As I began drafting my proposal and dissertation, I came across many challenges that I did not anticipate. Academic writing can be challenging and when I started writing my dissertation, I was glad to have the unconditional support from my dissertation chair and mentor, Sharon. I have been successful academically and professionally due to my perseverance and dedication, along with the support I have received from educators that inspire me to strive for excellence. Sharon has been one of those

educators that have provided academic support, rigor, and mentorship since the day I met her at my interview for the Educational Leadership Doctoral Program in 2013. She was a familiar face, as I remember coming across her several times on campus. I did not know her then, but little did I know that she would become my professor, advisor, mentor, colleague and, above all, a role model.

While completing my doctoral coursework, I took several classes with Sharon and she helped me unpack and develop my dissertation topic in her research methods classes, lab, and eventually as my dissertation chair. We developed a relationship where we had opportunities to discuss our experiences as women in academia, our cultural background, and being the first in our families to complete a doctoral degree. She was always available to me. This was evident when I was completing my dissertation, working on final revisions. Sharon worked with me extensively in office hours and she was on the phone with me late at night encouraging me to carry on, providing much needed moral support. During my doctorate program, I was a full-time doctoral student, head of household, and a special education teacher, so I put my time management skills to use. Sharon offered me her office as a space I could access for quiet writing time. I would leave my classroom during the week and work in her office where I collected and analyzed data and made many revisions, completing most of my dissertation writing there. I am sharing only my own testimonio, but I am confident that many of the doctoral graduates in the Ed.D. program can share a similar story. Sharon's commitment and dedication to her students, including me, is demonstrated in her passion for teaching and advising amongst all the things she does for the doctorate program.

The Ed.D. program on my campus is made up of culturally diverse students, many of whom, like me, are first-generation doctoral students and having faculty like Sharon is vital.

Support systems are essential when you are completing an advanced degree and especially a doctoral degree. While working on my doctorate I relied on the mentorship of my professors and cohort members, who became more like family. While in the Ed.D. program I kept a positive outlook on the dissertation process and learned to be more compassionate with myself and others.

Sharon on supporting Nadia's dissertation writing. When Nadia asked me to be her dissertation chair, I was excited but anxious because I was not familiar with her topic, which ended up evolving over time. I had already supervised 10 dissertations and my support philosophy was to adapt to the needs of each student. Being a first-generation college student myself and the only one in my family with a doctorate, I used my own experiences as a starting point. I am a former bilingual elementary teacher and my first experience as a researcher was during my first doctoral class. I had no idea what to do and ended up seeking support from another teacher in my class.

I view my doctoral students as colleagues and while I may have some knowledge to impart, I know that they are experts in their fields and have so much to teach me. I tell my students that the single most important factor in finishing the dissertation is hard work. As she progressed, I saw Nadia's hard work paying off, but I was also pushed to learn new things in order to keep up with her. There were times when I had to pull back and let her work through things, other times when I needed to be direct, and sometimes when I had to take

the role of advocate and "mama bear" to confront obstacles in her way, including confronting committee members who tried to impose additional requirements for her dissertation.

Mentors, Mentoring and Leadership

One role for an Ed.D. program is to grow/nurture leaders; this growth comes from understanding that leading and learning are inextricably linked (Beattie, 2002). The mentor's role includes frank and open discussions of how to navigate academic systems that may be unfamiliar to the doctoral students, but also to support their induction into such systems that may be part of their future career paths (Yob & Crawford, 2012)

Nadia on becoming/being a leader. I am a first-generation Latina doctoral graduate and Sharon's mentorship helped me break through many barriers. Academia can be overwhelming when no one in your family or circle of friends has earned an advanced degree. Sharon's mentorship has been essential in my development as an adjunct professor, academic, and educational leader (P-20). It is inspiring to learn from the vast experience Sharon offers as a practitioner and the many hats she wears in academia.

Sharon made my first experience working in higher education possible by offering me a part-time assistantship in the Ed.D. program. The experience with the assistantship allowed me to gain the confidence to be in front of a doctoral level classroom and mentor fellow Ed.D. students that were in various stages of their dissertation research. I was also given the opportunity to share my research in the Ed.D. research symposium which also allowed for networking and relationship building.

Networking in any field is important and Sharon encourages her students to do so in particular at research conferences. I first learned about the American Educational Research Association (AERA) through her as she encourages all her students to attend and eventually submit their research. The first year I attended the conference as a student, I was amazed to see the renowned researchers presenting. I remember being nervous about approaching the various researchers after a presentation.

I am proud to say that with Sharon's guidance and mentorship I submitted and presented my research at AERA and other educational conferences. I co-taught the Practitioner Research course with Sharon for the last three years and I have the pleasure of collaborating and learning from her vast experience in education. Working with Sharon has opened many doors because she has given me opportunities to develop as an academic and professional. Her passion for education inspires me and pushes me to further pursue education as the innovator and leader that she is.

Sharon on leadership. Our doctoral students come to the program as experts in their respective positions. Some are in leadership positions like principals or postsecondary administrators, but others are teachers or staff leaders. I think it is important to unpack the notion of leadership and look at ways that leadership happens in and out of educational institutions. In my role as Ed.D. program co-director I want my students to take up and challenge leadership, challenge the system. I meet the students during their interviews and then see them in different spaces throughout their programs. I notice that sometime around the third semester in the program students begin to advocate for themselves and even question the requirements put in place for them.

As Nadia and I worked together in my lab, classes, and on her dissertation, I watched as she took a leadership stance in leading group work, class activities, and program activities. She became my teaching assistant, where she supported me as I taught practitioner research, and when she graduated she became my colleague—my co-teacher—but she was already my friend.

Our mutual mentor/mentee relationship has helped us both navigate the living, breathing thing that is academia—we have come full circle in that relationship. I had major back surgery two days after Nadia submitted her final dissertation. School started five weeks after my surgery and only three weeks after my release from the hospital, still on oxygen and pain meds. Now the mentee became the mentor. Nadia co-taught my class and was there to support me every week. I did not miss one day of work and could not have done that myself.

What We Learned about Mentoring Graduate Students in Ed.D. Programs

Throughout our work together we both learned much about the fluid nature of mentoring relationships like ours that cut across age, experiences, and backgrounds. Stanley and Lincoln (2005) focus on cross-race mentoring and list lessons learned from their own relationship, including the work that needs to be taken up by both individuals and sensitivity to the needs of the mentee. We echo those lessons and offer some of our own.

1. While assigned formal mentoring partnerships can be beneficial, ones that form organically may be more successful in terms of developing mutual relationships. While pairs may be assigned based on mentor knowledge and mentee needs, informal mentoring often includes a focus on soft skills that are also needed for

success (Desimone et al., 2014). There should be opportunities to provide support for informal mentoring relationships that arise organically.

2. Mentoring relationships must be based on trust (Cole, 2015) built over time and through interactions—this is a challenging aspect of the relationship. This can be especially challenging when mentor and mentee come from different backgrounds, and it is incumbent on both parties to consider perspectives that are different from their own. Belenky, Clinchy, Goldberger, and Tarule (1986) suggest that when we are confronted with ideas that conflict with our own world view we often return to the safety of what we perceive to be the way the world works. Both parties must feel free to challenge each other (Beyene et al., 2002), but it is incumbent on the mentor to create the space where this can take place initially, given the inherent power dynamic in the mentor/mentee relationship.

3. When mentoring graduate students of color, mentors must make efforts to help mentees access and use the social capital inherent in navigating academia (Smith, 2007). Good mentoring includes "..helping students to develop their confidence, teaching, networks, and long-term career ambitions" (Brunsma, Embrick, & Shin, 2017. p. 7). This includes teaching things like how to present at a research conference, how to write a cover letter for an academic position, how to develop a vita instead of a resume, in addition to helping them teach and conduct research.

4. Reciprocal mentoring partners must be willing to learn from each other and challenge the power dynamic that exists between faculty and student. Rather than

viewing mentoring as supervisory (Manathunga, 2007), we share *authority* (Frisch,

2003) as we work together.

Concluding Thoughts

Stanley and Lincoln (2005) promote the idea of creating agents of change through

cross-race mentoring to create a more inclusive academic community. Shared authority and

weaving reflections and experiences of one's practice in testimonio form is a conscious effort

that Prieto and Villenas (2012) describe as "…building bridges to our collective power as the

basis for compassionate pedagogy" (p. 427). Our mutual mentorship expanded pedagogy to

practice in terms of our ongoing reciprocal support in ways that went beyond the scope of

formal mentoring programs; this continued cycle of support was voluntary, flexible, and

subject to change. This led us to believe in the strength of mentoring relationships that are

achieved through individual choice and negotiation (Sambrook, Stewart, & Roberts, 2008).

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BOOK REVIEW
Latino Educational Leadership: Serving Latino Communities and Preparing Latinx Leaders Across the P-20 Pipeline

By: Cristóbal Rodríguez, Melissa A. Martinez, and Fernando Valle

Reviewer: Mónica Medina, Ph.D. student, University of Texas at San Antonio
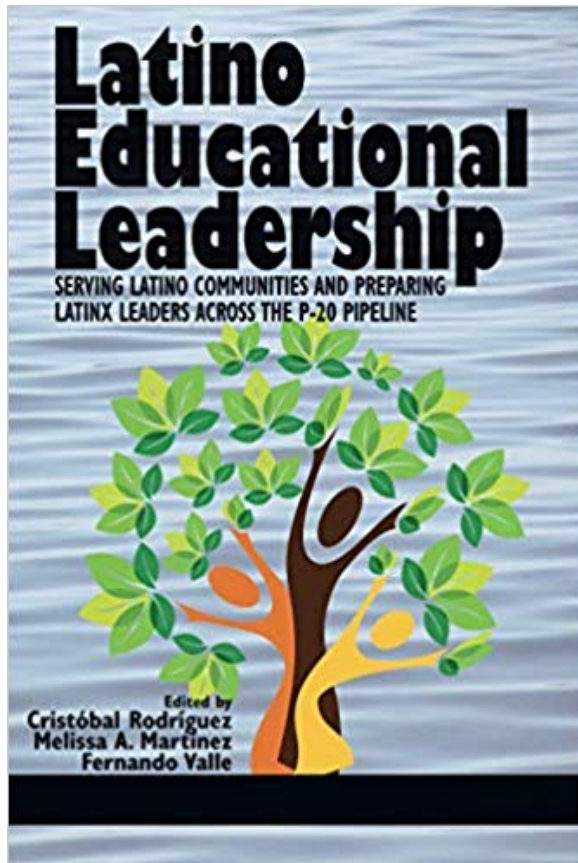
The Latinx population is the fastest growing demographic in the United States, yet still lags in graduation rates, postsecondary enrollment, and completion rates behind their non-Hispanic White and Black counterparts. Cristóbal Rodríguez, Melissa A. Martinez, and Fernando Valle (2018) use their book to bring light to those serving Latino communities and preparing Latinx leaders in an anti-deficit manner. As opposed to focusing on the challenges Latino communities face, they highlight various methods used to disrupt current policy and practice within the P-20 pipeline. Rodríguez, Martinez, and Valle are Assistant Professors at Howard University, Texas State University, and Texas Tech University, respectively. They are Latinx educational leaders who collaborated to edit this book as a call to action for Latinx leaders in K-12 and higher education to advocate, empower, and transform Latinx experiences throughout the P-20 pipeline and beyond.

The collection of essays found in the book is a compilation of individual as well as collaborative efforts which draw upon Latino-oriented methodologies and epistemologies. Some chapters focus on the experiences of Latinx leaders, while others focus on the actions they take in the education setting. Other chapters focus on in-depth case studies of practices and programs for Latinx students. Additionally, another chapter provides asset-based theoretical models for building the Latino educational leadership pipeline. The authors of each chapter range from practitioners in K-20 to tenured scholars and future scholars and practitioners, each of whom have their own perspective on the terms Latino and Latinx.

Given the recent popularity in usage of the gender inclusive term Latinx versus the traditional binary Latino/a, Rodríguez, Martinez, and Valle use the first chapter to explicitly state their position on using each word for the purpose of this book. After much research, deliberation, and collaboration, it was decided the term Latino would be used when referring to larger community/group applications and concepts, as exemplified in the first part of the book title. The term Latinx is also used; however, it is used in reference to individual-level applications, as demonstrated in the latter part of the book title. Throughout the remaining chapters, individual authors or groups of authors choose to use the term they see fit. To mirror what the readers will see in the book, I will reference the terms accordingly here.

While the majority of the book tends to lean toward the higher education audience, much of what is discussed is applicable to pre-service and in-service Latinx leaders at the K-12 and higher education level. Each author points out the disturbingly low and disproportionate rates of Latinx leaders in positions of power, despite the rising number of Latinx students in the U.S. education system. The lack of access to higher education for Latinx youth is alarming, and this collection of authors work to change this narrative

with their *testimonios*, case studies, and discussions. In addition, Martínez and Fernández (2018) argue that "colleges are tied to the social mobility of women, veterans, and more recently students of color. Thus, higher education must be intentional in creating pathways and pipelines for leadership that are inclusive of the Latino experience" (p. 112). The specific tie to women in the Latino community was greatly appreciated and is highly needed as the number of Latina leaders is even fewer than that of men. By telling the stories—the *testimonios*—of *mujeres*, we can work to shift the male-dominated Latino community to a more inclusive Latinx community.

In the same chapter, Martínez and Fernández (2018) present "Edith's Testimonio: Calluses On Our Hands," a poem Fernández wrote as a part of her dissertation dedication. The poem is a moving sentiment that speaks to the unknown struggle Latina/os face but often cannot relate to their parents. The notion of living between two worlds is a common experience for members of the Latino community who persevere through college, whether undergraduates or at the graduate level. Martínez also uses her mother's *consejos* to speak to the common myth that many fall victim to regarding education as something that equals success. She stated, "*Mi mamá* would say no one could take away my education. She didn't say education was an equalizer. Maybe she knew better." This speaks volumes about what an education means for the Latino community and the education system that caters to them.

Universities are often quick to enroll more Latinx students, sometimes even earning the title Hispanic Serving Institution (HSI); however, the institutions continue to lack the cultural knowledge and professors of color to create a space or ensure equitable success for the community. Some higher education institutions, though, are working diligently and intentionally to ensure Latinx leaders are provided with opportunities that cater to their needs, and lead to their success.

The book iterates the necessity to increase access to university classes. Niño, Garza, Jr., and Rodríguez (2018) discuss a major contribution they made to reach a community that had historically been denied access to higher education. By establishing partnerships, collaborating with small town districts, and forming a committee committed to creating an equitable experience for Latinx leaders, the authors were able to "recruit, retain, and advance Latinos with a doctoral degree in an area that traditional[ly] has been marginalized by institutions of higher education" (p. 54). The model used to make the doctoral program accessible is one that many other universities can follow and implement. Similarly, Rodríguez (2018) explicitly laid out three pedagogical approaches professors could use to provide future leaders with opportunities to reflect on their practice and put social justice-oriented approaches in their toolbox for ongoing use. I especially appreciated this chapter because of the applicability to both higher education as well as K-12 leaders, as there were few chapters that emphasized the K-12 area.

In terms of chapters regarding the K-12 side of education, the authors acknowledged the cultural wealth Latinx families come with and advocated for their needs through active listening, and eliminating the third-party translator when possible (Lowery & Romero-Johnson, 2018). Niño (2018) discussed his study, which documented the experiences of Latino superintendents. While the role of the superintendent or any educational leader should serve the needs of all students, the book notes that one should not be colorblind in doing so. This is a valid point. By being colorblind we continue to push the historically marginalized Latino community further to the edges by disregarding and devaluing the experiences they come with. Instead, leaders must be cognizant of what Latinx future leaders come with and how that is of value to our education system for students and leaders within the P-20 pipeline.

Nearly every chapter stresses the importance of cultural values, familial roots and *consejos*, and leaders of color as role models as critical pieces of the puzzle leading to the resiliency needed for Latinx leaders to succeed. However, while many current leaders in educational institutions espouse these qualities, the reality remains that they often do not practice it. The various frameworks utilized throughout the book are all critically applied to viewing and thinking about how they serve the Latino community. Shifting one's mindset and thinking critically about decisions affecting Latinx youth and future Leaders will help to create a change in practice.

In Conclusion

The goal of this book was a call to action and also served as a "*ventana*" (Byrne-Jimenez, 2018) to explore how various research, including *testimonios* of Latinx leaders within the P-20 pipeline, have advocated for Latino communities in hopes of helping others step up and create change for Latinx families who have been too frequently marginalized. However, I will offer a few critiques for criticality. Considering that the title of this book included a focus on the P-20 pipeline, the authors could have included more pieces relevant or applicable to the K-12 organizations. Currently, it leans more to the higher education side, leaving ambiguity for addressing Latinx leadership in K-12. In addition, more *testimonios* could have been shared, as these moving voices tend to be the most compelling. This would also serve as an effort to normalize *testimonios* as legitimate research since they are frequently overlooked. Last, while the editors felt the term Latino was embraced by the community, we felt use of the term was an attempt to be politically correct and can be confusing. Referring to a community as Latino implies power in the masculine role. Referring to leaders and students as Latinx implies inclusivity. The use of Latinx leaders in a Latino community suggests women can be independent leaders, but when grouped together with men in a community setting the male role will continue to dominate, ultimately perpetuating the male power

dynamic. Though the book could have benefitted from more essays involving K-12 leadership, more *testimonios*, and consistent use of inclusive terminology, this was a great read that addresses critical issues.

Overall, the book is filled with critical actions and paradigm shifts needed to enact change for the experiences of Latinx leaders within the P-20 pipeline. Ultimately, this book will critically inform leadership practice with respect to the historically marginalized Latino community.

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2. Use 12-point Times New Roman or similar font.
3. Margins should be 1.0 inches on the top, bottom, and sides.
4. Include a title page with each author's name and contact information. (Please indicate the institutions and/ or grant numbers of any financial support you have received for your research. Also indicate whether the research reported in the paper was the result of a for-pay consulting relationship). If your submission is derived from a paper you have published elsewhere please make that evident on your title page as well.

5. Include an abstract of 175 or fewer words. The abstract should reflect the content and findings of the article and emphasize new and important aspects of or observations related to the study. In general, it should include information on the background or context of the study as well as the purpose(s), methods, results, conclusions, and policy and/or leadership recommendations.

6. Using the APA Style Manual, 6th edition, fully reference all prior work on the same subject and compare your paper to that work. In addition to referencing the work of other scholars, you should be certain to cite your own work when applicable.

7. Figures and Tables

   - Please state the number of figures, tables, and illustrations accompanying your submission so that editorial staff and reviewers can verify their receipt.

   - Where possible, supply figures in a format that can be edited so that we can regularize and edit spelling, the font and size of labels and legends, and the content and presentation of captions.

   - Illustrations need to be of publishable quality as we do not have a dedicated graphics department.

   - If you are submitting a figure as an image file (e.g., PNG or JPG), do not include the caption as part of the figure; instead, provide the captions with the Word file of the main text of your article.

8. We recommend short, effective titles that contain necessary and relevant information required for accurate electronic retrieval of the work. The title should be comprehensible to readers outside your field. Avoid specialist abbreviations if possible.

9. We may publish a picture on the journal home page with each article. We encourage authors to submit their own digital photographs.

10. The submission has not been previously published, nor is it before another journal for consideration.
11. Where available, URLs for the references are provided.
12. Upon acceptance of the manuscript, all revisions must be made in 'Track Change Mode' when resubmitted.

General Guidelines

EMPIRICAL STUDIES

We are interested in submissions of academic studies of educational leadership consistent with quantitative, qualitative, and mixed methods research designs. For our purposes, quantitative studies seek to examine, compare, describe, or discover relationships among variables through the analysis of reliable and valid numerical data. Qualitative studies seek to explore institutions, people, and their practices, activities, cases, social or cultural themes, or experiences to find meanings shared by participants in a setting; such studies rely on observations, interviews, document analysis, focus groups, and related data sources useful in interpreting local meanings. Mixed methods studies incorporate a quantitative phase and a qualitative phase orchestrated to provide the broadest possible understanding of a phenomenon, problem, or case. In this section we present some guidance in the preparation of a manuscript for JTLPS. First, we discuss our assumptions about quantitative studies. Next, we outline our expectations for qualitative studies. Finally, we refer back to these guidelines as necessary and explain what we would like to see in a mixed methods study. Note that we ask our reviewers to read for these elements as they review and provide feedback on submissions.

QUANTITATIVE STUDIES

1. The introduction should state the research problem and justify its importance for an audience of school administrators, professors, other researchers, and policy makers. As a leadership and policy studies journal, we seek submissions for peer review that advocate for equity and social justice and focus on educational problems of impact on high-poverty, diverse learners. Readers should have a clear understanding early in the study of the key factors or variables causing or associated with the research problem and the posited relationship among those variables under study. These variables should constitute the set of factors measured during data collection. Additionally, these factors should be named in the research question(s).

2. The introduction should provide the theoretical perspective of the researcher(s) on previously published scholarship about the research problem and its key factors, including mention of established or emerging theoretical models or policy concepts. Extended discussion of the literature should not take place in the introduction, though collections of referenced authors in parentheses can be used as sign posts for the discussion of the literature.

3. The introduction should include a statement of purpose that explains for the audience what the researcher(s) aim to accomplish by conducting and publishing the study. Again, as a policy studies journal, we welcome submissions that logically and cogently advocate for under-served learners. To that end, the introduction should also include a carefully crafted research question(s) or hypothesis about the key factors in the context of learning communities made up of high poverty, diverse learners.

4. Following the introduction, the discussion of relevant literature should make a theoretical argument for the importance of and relationships among the key variables and include current seminal empirical studies with a clear bearing on the research question and on the key factors, while engaging the readers in a critical analysis of these studies. A conceptual or theoretical framework should lead readers to a point of clarity about the logical reasons for selection of the research question(s) as the basis for data collection. We ask authors not to view the discussion of the literature in a quantitative report as they might traditionally view a full-blown review of the literature. Three critical elements we seek are currency, quality, and relevance of the studies discussed. Researcher(s) should assume the audience has non-expert knowledge of the topic and should therefore provide sufficient context for engaged readers to grasp the relevant meanings of concepts.

5. The methods section should fully explain the research design, i.e., everything connected with participants, interventions, instruments, chronology, and procedures for data collection and analysis. If human subjects are involved, readers should be provided with sufficient information to understand the nature of the population, sampling procedures employed if appropriate, criteria for inclusion and exclusion in the study, and any other information required to understand the study in its context. If a treatment is employed, it should be fully explained with attention to any ethical issues raised by the study. If instruments or surveys or other materials are employed, they should be fully explained. Planned statistical analyses should be described and explained with attention to how the

analysis will answer the research question(s). Limitations and delimitations should be stated explicitly, using the terminology of threats to internal and external validity where appropriate.

6. The findings section should logically and sequentially address all research question(s) and/or hypotheses. Tables and Figures are used to contribute to the readability and comprehensibility of the report. Results of statistical tests or other analyses are explained and interpreted with sufficient background to make clear the connections between the results and the research questions.

7. The discussion section comments on conclusions drawn with regard to the research problem. The discussion should have a clear connection to the theoretical perspective and framework developed in the introduction and literature review. In this section researcher(s) should trace implications from the study with an eye toward alternative interpretations, make recommendations for action. It is appropriate for reports published in JTLPS to argue for particular policy and leadership actions and strategies that are supported by findings as advocates for students. We encourage authors to be purposeful in taking a strong stance on the phenomena under study, when such a stance is supported by the study's findings.

QUALITATIVE STUDIES

1. Like quantitative studies, the introduction to a qualitative study should state the research problem and justify its importance for an audience of school administrators, professors, other researchers, and policy makers. As a leadership and policy studies journal, we seek submissions for peer review that advocate for equity and social justice and focus on educational problems of impact on high poverty, diverse learners. Unlike quantitative research, however, a research problem appropriate for qualitative study has not been theorized to the point that variables have been identified and defined; the need for the study derives from the need for clarity about the underlying concepts, practices, meanings, or variables involved in the problem. Alternatively, existing theory may be inaccurate, incomplete, or biased, and a need for exploration of such theory in practice invokes qualitative study.

2. The introduction should provide readers with a clear sense of any theoretical lens researchers are using to view the concept or phenomenon under exploration, e.g. critical race theory, funds of knowledge, distributed leadership models, etc. Often, qualitative studies are written from a first-person point of view, and readers are provided with insight into the experiences of the researchers that led to the study. In light of this personal stance toward the audience, writers should provide multiple reasons for the significance of the study vis a vis its contribution to existing scholarship, its potential to improve practice, or its potential to improve policy.

Quantitative studies seek to examine, compare, describe, or discover relationships among variables through the analysis of reliable and valid numerical data. Qualitative studies seek to explore institutions, people, and their practices, activities, cases, social or cultural themes, or experiences to find meanings shared by participants in a

setting; such studies rely on observations, interviews, document analysis, focus groups, and related data sources useful in interpreting local meanings. Mixed methods studies incorporate a quantitative phase and a qualitative phase orchestrated to provide the broadest possible understanding of a phenomenon, problem, or case.

3. The statement of purpose should include information about the central concept or phenomenon under study, the participants in the study, and the research site or context. Unlike quantitative studies where at least two variables are identified with the intention of comparing or relating them, qualitative studies focus on one central concept or idea as it plays out in a setting with participants going about their ordinary lives. One main purpose of qualitative research is to identify and explore concepts, factors, or variables (themes) emerging from the qualitative data and to develop insights that explain what these themes mean in the lives of the participants.

4. The introduction should conclude with the central question of the research followed by a limited set of subsidiary questions. The relationship between the central question and the chosen qualitative research strategy should be made explicit. For example, the ethnographic strategy is designed to explore meanings, beliefs, expectations, values, etc., of a group sharing a culture; the central question should focus on a group and shared culture. On the other hand, a phenomenological strategy is designed to produce a theory of the constituent parts of common individual experiences; the central question should focus on the individuals and the experience.

5. The methods section should identify, define, and document a recognized qualitative inquiry strategy with a brief discussion of its history. Criteria for site selection and for purposeful sampling of participants should be clearly stated. Specific strategies for data collection should be mentioned with a rationale given for their use. Procedures and protocols for recording and organizing data during collection in the field should be described. Specific steps in data analysis should be described consistent with the qualitative strategy selected, including methods of coding. Elements in the research design that emerged during the fieldwork should be described. The role of the researcher should be thoroughly discussed, including personal experiences or connections with the site and/ or participants. Checks implemented to ensure qualitative reliability and validity should be described.

6. The write-up of the findings should be consistent with the qualitative strategy. For example, narrative inquiry should include the presentation of an analysis of stories told by individual participants with appropriate quotes and chronologies. An ethnographic study should provide a detailed, thick description of life in a group that shares a culture. Tables, matrices, figures, and diagrams may be helpful in communicating findings. Unlike quantitative studies, which are often written in the third person point of view, the findings section in qualitative studies can be written from the first-person point of view. Interpretations from the researcher(s) are often made as data are presented to help the audience grasp meaning as experienced by the participants in the setting.

7. The discussion section should be consistent with the qualitative strategy employed. For example, if the purpose of the study was to derive a grounded theory of a process or event from the fieldwork, the discussion should articulate this grounded theory and link it to previous scholarship. In almost all cases, the discussion should focus on recommendations to improve policy and/or practice as well as suggestions for future research directions.

MIXED METHODS STUDIES

1. The introduction to a mixed methods study should be consistent with the emphasis in the study. If the dominant phase of the study is quantitative, that is, if a central purpose is to explain the relationship between two or more variables using measurements and statistical analysis, while the qualitative phase is follow up to explore the meanings of concepts for participants, the introduction should read like a quantitative introduction. If the dominant phase of the study is qualitative, that is, a concept or phenomenon is explored to identify its parts/ factors, while the quantitative phase is follow up to test any hypothesis that emerged during the qualitative phase, then the qualitative introduction is appropriate.

2. The mixed methods purpose statement should appear early in the study as a significant signpost for the reader. Because the study will report on two different designs with distinct inquiry strategies and research questions, readers will need to know quite clearly the rationale for integrating two designs in the study of one research problem. Readers also should be given a general overview of the procedures that were followed during the course of the study, including the timing and weighting of the two designs.

3. The methods section should begin with an overview of the design of the mix, that is, a general framework specifying when, how, and why each phase of the study was done. This overview should include an announcement of the way in which the data sets will be integrated. For example, a sequential mixed methods study with a dominant qualitative phase implemented first could be employed to discern a grounded theory of the variables important in setting; the findings from this phase might be used to develop a survey implemented to discern how widespread a particular practice or behavior is. All of the elements of the methods section in the single paradigm studies should appear in the methods section of a mixed methods study where there are two separate designs, which are connected in the end.

4. The findings section should present the data and its analysis in separate sections consistent with each paradigm. Visuals such as Tables and Figures should be displayed as appropriate for each paradigm. Integrated data analysis to show the convergences and tensions between the data sets should be presented.

5. The discussion section should clearly and explicitly explain the conclusions drawn from each of the separate designs as well as interpretations that emerge from mixing the findings. As with all other discussions, this discussion should focus on recommendations to improve policy and/or practice as well as suggestions for future research directions.

TRANSFORMATIVE CONCEPT PAPERS GROUNDED IN EVIDENCE FROM SCHOLARSHIP, POLICY, AND PRACTICE

JTLPS seeks to publish concept papers developing a perspective on an issue or problem facing the K-12 or community college systems that analyze, discuss, and document evidence and theoretical arguments that support one or more critical recommendations for action. Such papers integrate and synthesize peer reviewed empirical studies conceptual or theoretical or philosophical articles, policy briefs, legal or historical texts, or other papers of policy or practice germane to the selected topic. The expectation is that these papers will adhere to APA Guidelines (6th edition) and will be accessible to a wide audience of academics, professionals, and practitioners. Although we would be interested in seeing concept papers on a variety of topics of current interest, we have a special interest in concept papers related to STEM education for diverse students. We want to offer papers that emerge from deep and careful reading and thinking about influential and significant texts and present an original perspective on the topic grounded in evidence and scholarship.

Evaluative criteria for transformative concept papers:

1. Coverage

2. Original Perspective

3. Mixed Methods Perspective

4. Scholarly and Transformative Importance

5. Rhetorical Effectiveness