

Call for Special Issue Papers
Journal of Texas Women School Executives

Women Leading in P-20 Educational Contexts: #Women's Leadership Matters

Guest Editors:

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A Special Issue from the *Journal of Texas Women School Executives*. Editor(s): Sharon Ross, Ed.D., Tarleton State University and Jennifer S. Jones, Ed.D., Tyler ISD & Adjunct Faculty at Stephen F. Austin University.

With much attention on the increased diversity of the student population in the U.S. and the urgency to recruit, cultivate and retain equity-oriented and social-justice minded educators and leaders prepared to meet their diverse needs, there has been a significant concern around the continued lack of diversification among leaders in P-20 educational contexts. Most notable is the lack of research around how women (and nonbinary) leaders, in the year 2020, are continuing to face the glass (and often cement) ceiling that hinders their aspirations and attainment of progressively upward educational leadership roles.

Despite achieving a proportionate representation of women in the principalship, there is limited research that illuminates the limits and possibilities of their leadership experiences, and fewer still that narrate those critical moments of creative insubordination where women leaders interrogate, navigate and negotiate barriers. These instances and others may provide salient leadership lessons that can better inform both scholars and practitioners.

The Special Issue will highlight scholarship that examines women's leadership experiences and what can be learned from them to better inform the field of educational leadership. Women's leadership dispositions and specific leadership assets are particularly undervalued, and their unique experiences, which are influenced by challenges and obstacles and informed by their triumphs because of gender and other social constructs of difference, remain underrepresented in published scholarship.

We invite paper proposals from scholars and practitioners from across the country that examine issues pertaining to women district-level leaders, school leaders and teacher leaders, higher education leaders (from both academic and student affairs) and leadership education scholars who focus on gender studies, specifically related to:

- The role of identity, multiple identities or intersectional identities in the formation of leadership identity
- The recruitment, development, and retention among and for women leaders, particularly the role of mentorship
- Theoretical, conceptual or innovative methodological understandings of women in educational leadership

Proposals should conclude with recommendations for policy and practice to assist practitioners/scholars/leadership preparation programs in the application of the knowledge gained from this special issue.

- Proposal Submission Instructions:
- 3-pg abstract, 1-pg with discussion and policy or practice recommendations, and 1-pg references (APA format; 5 total pgs.)
- Include cover page with name(s), contact info, and brief bio for author(s) (no more than 100 words)

Due to Editors by April 12, 2020 via email: Drsdross55@icloud.com

Additional Submission Information:

- We welcome creative, culturally-authentic, scholarly writing utilizing various methodologies and frameworks.
- Accepted papers will undergo a blind review process; complete papers will be between 5,000 to 7,500 words (excluding references)
- All submissions should be sent electronically as Microsoft Word documents (.doc/.docx)

Inquiries can be sent to the Editors via email: Drsdross55@icloud.com

Tentative Timeline:

Call for paper proposals: January 2020-April 2020

Submission of 3-page abstract, with 1-page reference list and cover sheet- February 20, 2020

Letters of acceptance to contributing authors- by March 12, 2020

Submission of proposals to Editors-April 12, 2020

Blind peer review of chapters- April 13 -May 12, 2020

Author revisions to papers- May 12-June 1, 2020

Editors review revised papers- June 2-June 20, 2020

Author final edits due- May 31, 2019