



Pivoting from Diversity toward Transformative Scholarship and Practice for Advancing Equity in Higher Education

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Message from the Guest Editors

The purpose of this special issue of *Education Sciences* is to seek work that helps researchers and educators see their worlds differently, pushes the boundaries on research, theory, and practice to advance equity and social justice in higher education and implications for social mobility (e.g., careers). Proposals to this special issue of *Education Sciences* might address one or more of the following questions:

- How can higher education research paradigms, methods, and forms of scholar-activism address inequality or structural forms of oppression to support student success, persistence, and retention?
- What new possibilities in higher education practices and policies advancing equity can emerge?
- What structures (systemic policies and practices) and assumptions (ideologies) need to change to achieve greater equity in outcomes and processes?
- As ideologies and research paradigms shift, what new language is formed and how does that impact research and practice?
- What are transformative examples of research and practice that can offer guidance for radical social change in higher education?





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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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