Special Issue

Breaking Barriers: Educational Leadership and Policies for Diversity and Inclusion

Message from the Guest Editors

In this Special Issue, we provide a platform for educational researchers and scholar-practitioners to communicate the work of educational leaders that removes barriers faced by students and teachers/instructors and promotes diversity and inclusion in the PreK-12 and higher education systems. We seek empirical studies of all kinds (i.e., qualitative research studies, quantitative research studies, mixed-methods research studies) that speak to the role of educational leaders in this effort. Theoretical papers are not considered in this Special Issue. The audience for this Special Issue includes researchers, practitioners, and policymakers. In addition to papers that foster diversity and inclusion, we welcome manuscripts that examine the role played by and the impact of educational leadership and policy in eradicating barriers created by, but not limited to, the following policies and practices:

- Academic tracking;
- Developmental education;
- School discipline and suspension;
- Laws prohibiting the teaching of divisive content;
- Laws prohibiting activities related to diversity, equity, and inclusion;
- Teacher evaluation systems;

Guest Editors

Dr. Hajime Mitani

Department of Educational Leadership, Administration and Research, Rowan University, Glassboro, NJ, USA

Dr. James Coaxum, III

Department of Educational Leadership, Administration and Research, Rowan University, Glassboro, NJ, USA

Deadline for manuscript submissions

closed (1 April 2025)

Education Sciences

About the Journal

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.

Editor-in-Chief

Prof. Dr. Daniel Muijs
School of Social Sciences, Education and Social Work, Queen's University Belfast, Belfast BT7 1NN, UK

Author Benefits

High Visibility:

indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

Journal Rank:

JCR - Q1 (Education and Educational Research) / CiteScore - Q1 (Physical Therapy, Sports Therapy and Rehabilitation)

Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).