



four- part book invites all readers, regardless of race and ethnicity, to enter the Blackness in the academy conversation with a view to disrupt the inequities that have persisted in teaching, learning and research.

As I connect together my final thoughts, I would like to begin by thanking the team that made this graduate student special issue possible. The publishing process was inspired by Dr. Andrea Sterzuk's (2016) *in education* graduate student issue that focused on power, identity and resisting audit culture by offering an alternative way for new academics to enter the publishing domain. The unique process, used in that 2016 graduate student issue and in this issue, was designed to be less competitive and more supportive, yet rigorous and productive. It involved inviting graduate students, who were open to being mentored through the publishing procedures, to submit their work for consideration. First, graduate students attended an "introduction to publishing workshop" and a follow-up meeting, the outcome of which was an initial draft manuscript that was vetted by the guest editor and a reviewer. Then, graduate students were paired with a reviewer-mentor who offered an open review process to support changes and revisions over time. Finally, manuscripts were submitted for a final review in an open review process with both the reviewer-mentor and the guest editor. The co-editors-in-chief and the managing editor of the journal played important roles in the final stages, resulting in the high-quality articles you are reading in this publication. In Dr. Sterzuk's (2016) editorial, she stated "[o]ther ways are possible" (p. 2) and now, with this second graduate issue published, maybe we will see a trend emerging...and I will argue, it is a healthy and transformative space for new scholars to publish.

I wish to extend a sincere "Thank You" to the reviewer-mentors: Emily Ashton, Melanie Brice, Michael Cappello, Kathleen Nolan, Scott Thompson, and Brittany Tomin.

### References

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