



UCEA CONVENTION 2018 CALL FOR PROPOSALS

“Our Mission Critical: Revolutionizing the Future Through Equitable Educational Leadership, Research, and Practice”

I. General Information

The 32nd annual University Council for Educational Administration (UCEA) Convention will be held November 15-18, 2018 at the Marriott Marquis Hotel in Houston, TX. The purpose of the 2018 UCEA Convention is to engage participants in discussions about research, policy, and practice in education with a specific focus on educational leadership. Members of the 2018 Convention Program Committee are Terah Venzant Chambers (Michigan State University), Bradley Carpenter (University of Houston), Terrance L. Green (University of Texas at Austin), and Lolita A. Tabron (University of Denver). Also, for the first time, the Program Committee will include a graduate student, Andrene Castro (University of Texas at Austin).

II. UCEA Convention Theme

The 32nd Annual UCEA Convention theme, ***“Our Mission Critical: Revolutionizing the Future Through Equitable Educational Leadership, Research, and Practice,”*** draws inspiration from the incredible challenge President Kennedy issued to humanity in 1962 to turn our gaze to the skies. “We choose to go to the moon...not because [it is] easy, but because [it is] hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win.” Reaching the moon was an idea that seemed impossible at the time, requiring advances in human ingenuity and technology that had not yet been invented. Kennedy spoke these words in Houston, Texas, which is also the site of our 2018 Convention. However, as was also true at the time of President Kennedy’s speech, we can draw more than a geographic connection from these words. The 1960s was a turbulent decade in the U.S. and around the globe. While some were galvanized by the opportunity to work together toward the audacious goal of reaching the moon, many communities of color and other minoritized groups decried the decision given the very real imperative to address human and civil rights on earth.

We find ourselves now, some 46 years after Kennedy’s speech, facing similar racial, social, political, and environmental unrest—recovering from the devastation caused by hurricanes in Puerto Rico, Florida, and Houston; wildfires in California; and the continuing water crisis in Flint, MI. These recovery efforts continue even as we *navigate* political and racial upheavals, assaults on immigrant rights, unrest from police shootings of unarmed Black people (#BlackLivesMatter), violence against the Water Protectors at Standing Rock (#NoDAPL) and a host of other issues. Schools remain at the center of this *constellation* of challenges. School leaders across the globe enter their school buildings and work to help their students make sense of this world while still fostering their academic development. Many continue to interrupt the *inertia* of a system resistant to change, a system that remains a *colonizing* and oppressive space. We have found success in inspiring learning and closing opportunity gaps in select situations but attempts to replicate those efforts at the systems level have faltered. Indeed, we understand the *gravity* of these issues and the many ways leadership *matters* in solving them.

Thus, even as we invoke Kennedy's vision for a manned mission to the moon as inspiration for this Call, we do so with both intention and caution. As Shetterly (2016)¹ noted in her recently film-adapted book *Hidden Figures*, despite the prevailing narrative that suggests otherwise, we could not have reached the moon without the key mathematical contributions of Black women. Tuck and Gaztambide-Fernández (2013)² similarly suggested this type of "replacement" of the contributions of minoritized people is consistent with settler colonialism. As a counterpoint, they offered the notion of *rematriation*, which "involves rethinking the aims of research...so that Indigenous communities and other over-researched but invisibilized communities can reject narratives and theories that have been used against us, and re-story knowledge and research to forward our own sovereignty and wellbeing" (Tuck & Gaztambide-Fernández, 2013, p. 84). In our effort to disrupt the colonial inertia of historically privileged educational research paradigms, we highlight these scholars as exemplars of work that presses against and challenges prevailing notions of the roles of leadership, research, and scholarship.

"By recognizing the full complement of extraordinary ordinary women who have contributed to the success of NASA, we can change our understanding of their abilities from the exception to the rule. Their goal wasn't to stand out because of their differences; it was to fit in because of their talent."
– Margot Lee Shetterly, from *Hidden Figures*

We offer our own challenge to our educational leadership community with this 2018 Convention Call to rethink and reimagine what *matters* in research. How might the field of educational leadership approach research with new and innovative methodologies that seek to dismantle inequity? How might we collaborate interdisciplinarily with and beyond our usual partners? We must challenge ourselves to ask, "What else? What more can we do to make a difference?" We are challenged to find answers within ourselves that bring us to use our skills and expertise in our local communities: to offer professional development; serve on school boards; partner with community-based organizations; work strategically with policymakers; offer testimony; stay informed about local, national, and international trends; and work with the students in our preparation programs to do the same. More now than ever, scholars and practitioners in our field are called upon to step into the current geopolitical climate, realize their responsibility as savvy political advocates, and do the work that *matters*.

To address the 2018 UCEA Convention theme, "***Our Mission Critical: Revolutionizing the Future Through Equitable Educational Leadership, Research, and Practice***," we invite submissions that (a) challenge dominant narratives that subvert equitable leadership and education; (b) revolutionize the preparation of school and district leaders to enact equitable leadership, research, and practice; (c) imagine equitable alliances with students, families, and communities where there is shared expertise, decision making, and ownership for sustainable change; and (d) foster coalitions with policymakers and elected officials to create the future we need.

The following suggested topics and related questions are provided to stimulate thinking about the 2018 UCEA Convention theme, although proposals addressing related themes on educational leadership and policy are welcome.

¹ Shetterly, M. L. (2016). *Hidden figures: The American dream and the untold story of the Black women mathematicians who helped win the Space Race*. New York, NY: William Morrow.

² Tuck, E., & Gaztambide-Fernández, R. (2013). Curriculum, replacement, and settler futurity. *Journal of Curriculum Theorizing*, 29(1), 72-89.

A. Equity-Oriented Leadership and Education. Given the myriad of challenges educators face today, the field of leadership is positioned to offer responses that promote equity and social justice. What are the responsibilities of school leaders during these times? Academic preparation is at the heart of what we do in schools, but we cannot ignore the racial, social, political, and environmental realities that influence our work. How can we be proactive in challenging dominant narratives that compromise equitable leadership and education? How do we leverage our power to catalyze systemic change? How do school leaders (re)envision an equitable future of new possibilities? What does it mean for school leaders to subvert a settler futurity (Tuck & Gaztambide-Fernández, 2013)? How do school leaders utilize “past-present-future visions” to revolutionize education?

B. Revolutionary Perspectives for Leadership Preparation. Preparing a new generation of school leaders who can lean in to the challenges facing school today is a critical aspect of our work. How can we best prepare school and district leaders to enact equitable leadership practices? How do we cultivate cultural responsiveness in candidates who are resistant to these approaches? How do we support graduates’ continued development and capacity to successfully navigate these challenges long after their programs are completed?

“I’m a riot
through your
borders.”
– Beyoncé,
from the
Lemonade
album

C. Meaningful Alliances with Students, Families, and Communities. We recognize the critical role students, families, and broader communities play in the ultimate success of educational initiatives, but how do we cultivate these partnerships? How do we recognize who will make good partners? What awareness do we have of our ability to be a good partner to our students, their families, and our broader community? How will we know if our alliance is equitable and working well? How can we then strengthen those alliances?

D. Coalitions With Policymakers and Elected Officials who Support Educational Equity. Educational policies and politics shape leadership and the relationships within and across school communities; yet rarely are communities involved in shaping educational policies. As communities become increasingly interconnected, we must become more skilled policy advocates. What skills and supports are needed for public school administrators to transcend beyond bureaucratic leaders into public leaders invested in equitable outcomes? What connections can policymakers make in networks of organizations beyond their school or district, such as justice systems, other school districts, local and national advocacy groups, housing, business coalitions, health services, etc.? How might educational policy break from the past to cultivate a radically equitable future? How can we better understand the process, socioeconomic context, and policy environment through which educational policy is enacted at the local, state, and federal level? How might we then use that knowledge to foster educational equity and social justice? Finally, perhaps the most important step to take is to consider taking up elected office ourselves.

E. Action-Oriented Research and Scholarship. This is a time when we can fully recognize that what we do *matters*. We understand and recognize that our research and scholarship can have a real impact in the world. Bringing that work—in its full complement of epistemologies and methodologies—to the community is some of the most important action we can take as educators. How can we cultivate an action-oriented perspective in the work that we do? How might we inspire future researchers and

“There’s nothing new
under the sun, but
there are new suns.”
– Octavia Butler, from
the *Parable* series

leaders to follow this model? How do school leaders utilize new technologies to equitably transform educational spaces?

The 2018 UCEA Convention Call for Proposals encourages submissions that explore the above themes as well as proposals focused on quality leadership preparation; research on global issues and contexts influencing the field of educational leadership and policy; effective preparation program designs and improvement efforts; successful coalitions that enhance leadership, policy work, and politics; collaborative research that enriches the community; and other issues that impact the current and future practice of educators and policymakers.

III. UCEA Convention Session Types

A. Paper Session. These sessions are intended for reporting research results or analyzing issues of policy and practice in an abbreviated form. Presenters are expected to provide electronic copies of papers. The proposal summary should include a statement of purpose, theoretical framework, findings, and conclusions. For research reports, also describe data sources and methods.

B. Ignite Sessions. These sessions are intended to stimulate informal, lively discussions using a cluster of four to five 5-minute presentations with no more than 20 slides per presentation, where each slide is displayed for approximately 15 seconds while the speaker addresses the audience. The intent of an Ignite session is to spark interest and awareness of multiple yet similar topics while encouraging additional thought and action on the part of presenters and members of the audience. Ignite sessions are an ideal way to present innovations, effective strategies and tools, problems of practice, collaborations, etc. The proposal summary should be for an individual (5-minute) Ignite presentation that describes the purpose and topic of the 5-minute presentation, relevant literature, findings (if applicable), and examples of questions or areas to be addressed. **Example of an "Ignite" Session:**

<http://www.youtube.com/user/iGNiTe?blend=1&ob=4#p/u/3/rqSkulkwQ98>

C. Symposia. A symposium should examine specific policy, research or practice issues from several perspectives, contribute significantly to the knowledge base, and allow for dialogue and discussion. Symposium participants are expected to chair the session and facilitate discussion. Symposium participants are expected to provide electronic copies of papers presented during the session.

D. International Community-Building Sessions. These sessions, regardless of format (i.e., paper, symposia, conversation, etc.), require participants to be from two or more different countries. These sessions must focus on critical issues of leadership practice, development or research from multiple international perspectives. The proposal summary should describe the purpose of the session, the session format, and a list of the national contexts that will be represented.

E. Critical Conversations and Networking Sessions. These sessions are intended to stimulate informal, lively discussions around a series of provocative questions or research in process. Sessions may be structured in a variety of ways: (a) A session could include a panel of participants who facilitate and guide the conversation; (b) a session could be organized as a dialogue where the organizers and attendees discuss an issue or series of questions; or (c) a session could be structured to provide scholars with common research interests dedicated time to meet, plan, discuss, and consider developing collaborative projects, papers, linked research, and other scholarly pursuits that will inspire a continued focus beyond the

convention. The proposal summary should describe the purpose of the session, the ways in which participants will engage in conversation/dialogue, and examples of questions or areas to be addressed.

F. Innovative Sessions and Mini-Workshops. Proposals utilizing innovative presentation/interaction strategies are encouraged, such as web-based projects, films, and the use of technology to increase interaction and participation. The proposal summary should describe the focus and purpose of the session or mini-workshop (to be held during the convention), the innovative format, and how the format will enhance adult learning and discussion.

G. UCEA Film Festival. Participants may submit 5-minute videos that explore broadly the landscape of quality leadership preparation, including research and engaged scholarship, preparation program designs and improvement efforts, policy work, and the practice of educational leaders. These submissions cannot be submitted through All Academic. Additional details can be found in the UCEA Review and on the UCEA website: <http://www.ucea.org>. Video submissions are due in July.

H. Post Convention Work Sessions and Workshops. These sessions, which provide both 2- and 4-hour sessions for scholars of similar interest, are encouraged for (a) groups of scholars who are working on projects directly related to the core mission of UCEA and (b) scholars who wish to present a workshop for faculty members attending the convention. Proposals should describe the purpose of the session, relevant literature, how the time will be used, the role and expertise of facilitators, outcomes for participants, and plans for disseminating information from the session/workshop to UCEA member institutions and the field.

IV. Submission Guidelines

Submission length **must not exceed three (3) single-spaced pages** (approximately 1,500 words or 6,000 characters) **using 12-point font (Times New Roman)**. References are **required** and **must not exceed one (1) single-spaced page** (approximately 400 words or 2,200 characters).

Through the act of submitting a proposal, an individual is entering a professional agreement to review proposals for the convention, to attend and deliver the content described in the proposal, and in the event that a paper is being presented, the submitter agrees to share a copy of the work with convention attendees. Furthermore, lead authors are required to upload an advance copy of their paper into the All Academic System through the UCEA Convention site 3 weeks prior to the convention (October 29, 2018). Ignite presenters are expected to upload a two-page summary of the talking points they will be sharing at the convention prior to the October 29th deadline. **Failure to live up to these commitments may lead to the submission being removed from the convention program.**

V. Participation Limits

To promote broad participation in the annual convention, an individual may appear as first author on no more than two proposals. In addition, an individual may appear on the program no more than four times in the role of presenter. The participation limit does not include service as chair or discussant or participation in invited sessions or any session connected with UCEA headquarters, committees, or publications.

VI. Criteria for Review of UCEA Convention Proposals

All proposals will be subject to blind peer review by two reviewers, which will occur electronically. *Proposals **MUST NOT** include names of session organizers or presenters.* Proposals containing author names may

be removed from consideration by the UCEA Convention Planning Committee. Primary authors of submitted proposals agree to serve as proposal reviewers.

Research Paper Proposals will be evaluated for

- Relevance of the proposal to educational leadership and/or convention theme;
- Appropriateness of the theoretical/conceptual framework;
- Appropriateness of the methods, including analytical strategies;
- Anchoring of proposal content to relevant scholarly literature;
- Quality of writing; and
- Audience appeal.

All other proposals will be evaluated for

- Relevance of the proposal to educational leadership and/or conference theme,
- Thoroughness and clarity of the proposal,
- Consistency of proposal content and purpose with proposed format,
- Anchoring of proposal content to relevant scholarly literature, and
- Audience appeal.

VII. Proposal Reviewers

UCEA invites all convention attendees and participants to serve as reviewers for the 2018 Convention.

Through the act of submitting a proposal, an individual is entering a professional agreement to review proposals for the convention. An author's failure to live up to this commitment may lead to the paper being removed from consideration. UCEA encourages submitters to invite their coauthors to participate in this important professional activity. Individuals can volunteer to serve as a reviewer on All Academic through the UCEA website.

VIII. Deadlines

Proposals must be received by Sunday, May 6, 2018 by 11:59 p.m. Eastern Standard Time. All proposals must be submitted electronically at the link to be provided at the UCEA homepage (<http://www.ucea.org>). **This site will officially open March 28, 2018.**

VIII. Graduate Student Summit

Successfully launched at the 2012 Convention in Denver, the Symposium will be returning at the 2018 Convention in Houston, TX. Doctoral students are invited to submit proposals for this preconference event. Further details regarding the Graduate Student Summit call for proposals can be found in the Graduate Student portion of the UCEA website: <http://www.ucea.org/graduate-student-opportunities/graduate-student-summit/>