



UCEA CONVENTION 2013 CALL FOR PROPOSALS

“Seeking New Understandings of Persistent Challenges: A Call to Action to (Re)Unite Research, Policy, and Practice with Community”

I. General Information

The 27th annual UCEA Convention will be held at the Hyatt Regency Hotel in Indianapolis, Indiana. The convention will commence **Thursday, November 7, 2013 at 12 noon** and will conclude **Sunday, November 10, 2013 at 1 p.m.** The purpose of the 2013 UCEA Convention is to engage participants in discussions about research, policy, and practice in educational leadership and administration. Members of the Convention 2013 Program Committee are **Mark A. Gooden** (University of Texas-Austin), **Terah Venzant Chambers** (Texas A& M University), **Muhammad Khalifa** (Michigan State University), and **Samantha Paredes Scribner** (Indiana University-IUPUI).

II. UCEA Convention Theme

The 27th Annual UCEA Convention theme, ***“Seeking New Understandings of Persistent Challenges: A Call to Action to (Re)Unite Research, Policy, and Practice with Community,”*** is meant to capture the importance of the role of community contexts in which we all exist, navigate, and serve. At times, educational reforms are discussed in the absence of a community's role in education. This year's theme addresses connections between and among research, policy, and practice, with attention to a broad range of community concerns. To this end, the conference theme acknowledges that many of the challenges facing educational leadership are long-standing and have important historical contexts that must be considered. Given the chronic nature of these issues, we intend for the 2013 convention to provide a forum for fresh, engaging, and viable ideas that will be useful to researchers, practitioners, and policymakers, and, more importantly, to encourage coalitions where these constituent groups can work together to put these ideas into action.

We acknowledge that there are competing notions of what or who counts as "community" and how local, state and federal politics and current reforms may privilege or disadvantage different "communities." Educational leaders, increasingly, must skillfully navigate the politics of "community" and its competing conceptions. Thus, we encourage broad, far-reaching interpretations of community, and welcome submissions that consider the role of educational leadership in international settings; local neighborhood contexts; local, state, and federal environments, and, of course, communities within schools. Further, we realize that community will resonate in diverse ways across the field of educational leadership, ranging from 'school community' and 'professional learning community' to 'the Black community' and 'a community of scholars,' and welcome these and other broad applications of the community theme.

Common to all of these notions of community is a sense of coming together for a purpose, such as seeking new understandings of persistent challenges. We invite submissions that dare to make bold connections within and across these many notions of community in order to address both old challenges and new permutations of those challenges facing educational leadership. Finally, given the conference's focus on



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community, we strongly encourage conversations and presentations that involve collaborations with community stakeholders.

To address the 2013 UCEA Convention theme, “***Seeking New Understandings of Persistent Challenges: A Call to Action to (Re)Unite Research, Policy, and Practice with Community***,” we invite members of the UCEA community and other educational leaders to come to explore new ways to conceptualize community by (a) sharing their relevant research and proposing viable methods to employ research to inform leadership preparation, practice, and policy at local, state, national, and international arenas; (b) developing ways in which educational leaders can work with the community to improve academic excellence, center equity, and conduct social justice work in P-20 educational contexts; and (c) engaging in dialogue, planning, and collaborative scholarship to enhance our efforts to create quality leadership preparation. The following suggested topics and related questions are provided to stimulate thinking about the 2013 UCEA Convention and theme, although proposals addressing themes related to other aspects of community are welcomed.

- A. Leadership in the Urban Context.** "Community" is a particularly complex notion in urban environments, which offer an opportunity to consider complex, multilayered challenges in a large-scale context. Indeed, "community" may be most important in these settings. Thus, we ask how might educational leaders foster a sense of community in these multifaceted environments. At the same time, in what ways must school leaders juggle the competing demands of diverse communities within their schools as well as surrounding neighborhoods?
- B. Educational Leadership in the Global Community.** As technology advances, the idea of a global community becomes more meaningful. In what ways do educational leaders, researchers, and other constituent groups create international community and what can we learn from our international neighbors that might inform the work we do in our local communities? In what ways are community ties created and sustained internationally?
- C. Community in Educational Leadership Preparation Programs.**
 - a. What role should the community play in leadership preparation program content and experiences? What responsibility do we have to encourage future leaders to cultivate meaningful partnerships with and within the community? If faculty members teaching in preparation programs have not cultivated relationships with the community, is it reasonable to expect that our students will have the tools to do this in their own schools?
 - b. There are particular challenges inherent in creating community in online teaching and learning environments. Is it important to create community in online classes? Increasingly, leadership preparation programs are moving to hybrid (online and face-to-face) or 100% online formats. What is the role of community in these environments? What considerations are there in enhancing the sense of community in online classes and programs?
 - c. Given the increasingly challenging contexts in which educational leaders practice, what is the role of district partners in educational leadership preparation? Is it important to prepare leaders for and within the communities in which they will eventually lead? What value is added by partnering with local districts in preparation?



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- D. **Community Partnerships.** Educational leaders have to develop partnerships with organizations across multiple sectors, including educational organizations across the P-20 continuum, community and faith-based organizations, businesses, and educational reform networks. How do leaders effectively develop and sustain such partnerships? How do schools and communities benefit from such partnerships? What are the measures of effective partnerships? How are leaders prepared to ethically and effectively navigate partnership work?
- E. **Politics and Policy.** Local, state and federal policies shape and are shaped by communities in and around schools. How do educational leaders negotiate educational policy environment in the interest of developing equitable and high quality programs for all students? How are community interests represented in local, state and federal politics? How are educational leaders prepared to navigate the intersections of school/district policies with other local politics and policies (i.e. housing, immigration, law enforcement, etc.)?
- F. **Collaborative Research.** A focus on reconnecting research, policy and practice to community-based concerns calls for attention to the work scholars are doing in collaboration with community members outside the university, in and around school communities. How are scholars collaborating with community members, organizations, practitioners or other constituents to engage in community-based educational research? How is collaborative research carried out ethically and in the service of educational progress? How is technology utilized to enhance collaborative research? What kinds of products emerge from such research? How are community voices represented in this work?

The 2013 UCEA Convention Call for Proposals encourages submissions that explore the above themes as well as proposals focused on: the landscape of quality leadership preparation; research and engaged scholarship on connections to leadership in the urban context; research on global issues and contexts influencing the field of educational leadership; effective preparation program designs and improvement efforts; successful community partnerships that enhance leadership, policy work and politics; collaborative research that really enriches the community; and other issues that impact the current and future practice of educational leaders and augment the latitude of influence of educational leadership research.

Based on feedback from 2012 convention attendees, the 2013 convention will bring back two new session formats—unconference¹ and Ignite² sessions. These sessions provide purposeful opportunities for in-depth, spontaneous dialogues and deliberations on topics critical to educational leadership. The unconference sessions will reflect Open Space Technology³ principles that honor the expertise present, the power of self-organized social networks, and the value of learning conversations. We invite all attendees to step out of our traditional formats and boldly think “as if there is no box” by sharing innovations, collaborate, network and learn through these unconference sessions. Unconference sessions offer a unique opportunity to engage in intense discussions and expand collaborative networks for exploring topics or research of interest, building off of ideas generated by a prior session or keynote, sharing submissions that were not accepted, etc. No proposal, only attendance, is needed for participation in an unconference.

¹ Boule, M. (2011). *Mob rule learning: Comps, unconferences, and trashing the talking head*. Medford, NJ: Information Today.

² See “Ignite” on the Wikipedia website: [http://en.wikipedia.org/wiki/Ignite_\(event\)](http://en.wikipedia.org/wiki/Ignite_(event))

³ Owen, H. (2008). *Open Space Technology: A user's guide*. San Francisco, CA: Berrett-Koehler.



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Ignite sessions are best summarized by the motto, “Enlighten us, but make it quick.”⁴ The Ignite sessions follow a specific structure for sparking interest and awareness of multiple topics while encouraging additional thought and action from the audience. Presenters focus on a single message that shares personal and professional passions and/or unique strategies and approaches. The submission of a proposal is needed for an Ignite session, and details are included in the Session Descriptions section of this call. It is our hope that new research, publications, collaborations and professional relationships will emerge from these nontraditional sessions.

III. UCEA Convention Session Categories

- 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. A discussion leader will be assigned to facilitate dialogue for the session.
- B. **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. Session organizers are expected to chair the session and facilitate discussion. Symposium participants are expected to develop and provide electronic copies of papers presented during the session.
- C. **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 format participants will employ, and a list of the national contexts that will be represented.
- D. **Critical Conversations/Dialogue.** These sessions are intended to stimulate informal, lively discussions using a series of provocative questions or vignettes. Session organizers may organize a panel of participants who facilitate and guide the conversation about critical issues, concerns, and perspectives. Alternatively, these sessions may be organized as a dialogue where the organizers and audience discuss an issue or series of questions in small groups. 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.
- E. **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.
- F. **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

⁴ Ignite. (2012). Home page. Available at <http://www.igniteshow.com>



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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 relevant), and examples of questions or areas to be addressed. **Examples of "Ignite"**

Sessions:

- <http://www.youtube.com/user/iGNiTe?blend=1&ob=4#p/u/3/rqSkulkwQ98>
 - <http://www.youtube.com/playlist?list=PL9790118FDAAA1D9A>
- G. **Pre- and Postconvention 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.

UCEA is offering two additional ways for engagement in the 2013 Convention. First, for graduate students, UCEA has established a **Graduate Student Symposium** for doctoral students as a preconference session. Successfully launched at the 2012 Convention in Denver, the Symposium will be returning at the 2013 Convention in Indianapolis. Doctoral students from UCEA member institutions will be invited to submit proposals similar to UCEA's format and present them during this preconference session. Further details regarding the call for proposals for this graduate student pre-session will follow later this month and can be found on the Graduate Student portion of the UCEA Website: <http://www.ucea.org/graduate-student-development/>.

Second, for those who are handy with audio-visual technology, the 2013 UCEA Convention will again play host to a **Film Festival!** UCEA has opened an opportunity for submissions of 5-minute videos that explore broadly the landscape of quality leadership preparation, including our research and engaged scholarship, our preparation program designs and improvement efforts, our policy work, and the practice of educational leaders. Video submissions may relate to the conference theme or share educational leadership program features, innovations, and impacts. Additional details are posted in the *UCEA Review* and on the UCEA website: <http://www.ucea.org>.

IV. Criteria for Review of UCEA Convention Proposals

All proposals will be subject to blind, peer review by two reviewers, which will occur electronically. *The proposal **must not** include names of session organizers or presenters.* Primary authors of submitted proposals agree to serve as proposal reviewers.

Proposals for papers, symposia, and international community building sessions will be evaluated for



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- relevance of research problem, policy or topic to the convention theme and/or broader discourse in the field regarding leadership preparation;
- thoroughness and clarity of the proposal;
- theoretical framework, methods, analysis, and presentation of findings (for empirical research); and
- significance.

All other proposals will be evaluated for

- relevance of research problem/topic to the convention theme and/or broader discourse in the field,
- thoroughness and clarity of the proposal, and
- alignment between proposed format and purpose of the session

V. Participation Guidelines and Proposal Deadlines

Those engaged in research, policy, or practice in educational or youth-serving agencies may submit proposals for consideration.

Proposals must be received by [Friday, May 10, 2013](#). 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 April 1, 2013.**

Submission length **must not exceed 3 single-spaced pages** (approximately 2,000 words or 8,000 characters) **using 12-point font (Times New Roman)**. References are **required** and **must not exceed 1 single-spaced page** (approximately 400 words or 2,200 characters).

The lead author of papers is required to upload an advance copy of the paper into the All Academic System through the UCEA Convention site 3 weeks prior to the convention (October 17, 2013). **By submitting a proposal, the lead author of each proposal also agrees to serve as a reviewer. An author's failure to live up to either of these commitments may lead to the paper being removed from the convention program.**

VI. 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.