I. General Information
The 25th annual UCEA Convention will be held at the Westin in Pittsburgh, Pennsylvania. The convention will open at 12:00 p.m. on Thursday afternoon (November 16, 2011) and close at 1:00 p.m. on Sunday (November 20). The purpose of the 2011 UCEA Convention is to engage participants in discussing research, policy, and practice in educational leadership and administration. Members of the Convention 2011 Program Committee are Andrea K. Rorrer (University of Utah), Mónica Byrne-Jiménez (Hofstra University), Gretchen Generett (Duquesne University), and Ann O’Doherty (University of Texas–Austin).

II. Theme
The 25th Annual 2011 UCEA Convention theme, “Forecasting the Future of Leadership Preparation and Practice: Reclaiming Ground Through Research, Policy, and Politics,” recognizes that the field of university-based leadership preparation is contested, while the value of leadership preparation is under assault from multiple directions and by multiple stakeholders. Contested areas include what prerequisites are necessary for leadership practice, who should prepare school and district leaders, what they should learn, where they should be prepared, and what additional experiences are essential to developing effective leaders. Also under scrutiny are what results and outcomes (and for whom) can be attributed to leadership preparation, how we measure outcomes, and how these outcomes are used as well as what counts as successful school and district leadership and how success should be measured.

The 2011 UCEA Convention further recognizes that our roles as scholars and advocates for children, principals, teachers, and communities have never been more important. Consequently, the convention offers an opportunity for scholars and practitioners to consider these and other contested areas in the field of leadership preparation; critically examine past and current research, policies, and practice; identify relevant and successful practice and research; and build on effective research-based policies and best practices to pave a way forward for the future of quality leadership preparation and practice to ensure conditions for schools and districts to be successful in creating equitable access, opportunities, and outcomes for all children, regardless of their race, ethnicity, gender, sexual orientation, nationality, immigration status, ability, or religion.

The 2011 UCEA Convention call for proposals encourages submissions 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. Furthermore, the 2011 convention theme challenges the field to deliberate on the future of educational leadership and how current research and policy engagement efforts and practices are preparing leaders and scholars for the demands of a quickly evolving context. Of special interest is research that provides tools that enable the field to take a proactive role in reframing current policy debates and practice to take leadership development as a more holistic
dialogue around school improvement and change.

To address the 2011 UCEA Convention theme, “Forecasting the Future of Leadership Preparation and Practice: Reclaiming Ground Through Research, Policy, and Politics,” we invite members of the UCEA community and other educational leaders to (a) share their research related to leadership preparation and practice; (b) propose innovative ways to utilize research that informs leadership preparation, practice, and policy at national, state, local, and international levels; (c) develop ways in which educational leaders can enhance academic excellence, equity, and social justice in P-20 educational contexts; (d) engage in dialogue, planning, and collaborative scholarship to enhance our efforts to create quality leadership preparation; and (e) demonstrate cross-cultural and/or transnational research and preparation strategies that have implications for current practice and the future of leadership preparation. The following topics are provided to stimulate ideas for the 2011 UCEA Convention. We invite other topics that address the convention theme.

A. **Leadership Preparation and Program Development**: How do leadership preparation programs reflect the characteristics of high-quality leadership preparation? How do leadership preparation programs evaluate their quality, and how is evaluative evidence used for program improvement?
   - Recruitment and selection
   - Coherent curriculum
   - Active, problem-focused learning
   - Cohort membership
   - Coaching, mentoring, and other supportive structures
   - Partnerships with school communities, district, regional, state, and other stakeholders (e.g., organizations, associations, universities)
   - Alumni support
   - Job-embedded leadership development
   - University partnerships with schools, districts, and states

B. **Leadership Preparation Research & Evaluation**: How effective are current leadership preparation programs at preparing leaders for the schools, district, and states they will lead? How do preparation programs examine and measure their impact and outcomes of leadership preparation and development?
   - Program graduate impact on the school organization, leadership, and teacher practices and school and student performance
   - Advances in program relevancy to the problems of leadership practice, particularly issues of equity and social justice
   - Classroom and program innovation (e.g., teacher leadership)
   - Candidate performance assessment
   - Community leadership and partnerships
   - Faculty development
   - P-20 student voice
• School and district change

C. **Politics and Policy**: What are the politics of leadership preparation and practice? How do institutions of higher education, and other leadership development programs, actively engage with decisionmakers and influence policies that impact leadership preparation and P-20 environments? How does research and evaluation inform how scholars engage with decision and policy makers?
  • Financing public and higher education (e.g., state funding, university funding, supplemental sources, grant funding)
  • Non-university-based preparation (e.g., alternative, nonprofit, for-profit, and district providers)
  • Foundation involvement in leadership preparation and practice
  • Nonpublic schools (e.g., charter schools, private schools, and home schooling) and vouchers
  • The impact of state responses to Race to the Top on leadership preparation and practice
  • State and national standards and requirements
  • Accreditation

D. **Knowledge Mobilization**: How do scholars and their collaborative partners broaden their scope of influence through research?
  • Creation of research-based products
  • Dissemination efforts
  • Research utilization
  • Use of technology
  • Blogosphere
  • Alternate venues and audiences

### III. Session Categories

A. **Paper Sessions.** 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 issues, research problems, or topics from several perspectives and should 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.

C. **Conversations/Dialogues.** 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.

D. **Poster Session.** These sessions are intended for individualized discussions of one’s research and/or development projects. Like a paper session, poster session proposal summaries should include a statement of purpose, rationale, findings, and conclusions. For research reports, also describe data sources and methods.

E. **Innovative sessions.** 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, the innovative format, and how the format will enhance adult learning and discussion.

F. **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. The focus of these sessions must be examinations of critical issues from these 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.

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.

IV. **Criteria for Review of 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 a proposal reviewer.

Proposals for papers and posters will be evaluated for
- relevance of research problem/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 Tuesday, May 10, 2011.** All proposals must be submitted electronically at the link to be provided at the UCEA homepage ([http://www.ucea.org](http://www.ucea.org)). **This site will open April 18, 2011.**

Submission length **must not exceed 3 single-spaced pages** (approximately 2,000 words or 8,000 characters) **using 12-point font New Times 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. 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 not appear as first author on more than two proposals. In addition, an individual may not appear on the program 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 an UCEA headquarters, committees, or publications.