I. General Information

The 28th annual UCEA Convention will be held November 20-23, 2014 at the Washington Hilton in Washington, DC. The purpose of the 2014 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 2014 Convention Program Committee are Noelle Witherspoon Arnold (University of Missouri-Columbia), Sarah Diem (University of Missouri-Columbia); Azadeh Osanloo (New Mexico State University); and Michael Dumas (New York University).

II. UCEA Convention Theme

The 28th Annual UCEA Convention theme, Righting Civil Wrongs: Education for Racial Justice and Human Rights is intended as an occasion to talk, meet, think, and organize for a renewed vision and renewed coalition-building on the role of education and educational leadership in fostering intentional purpose and action for racial justice and human rights. Education has been identified as fundamental civil and human right, essential for the exercise of all other human rights. Yet millions of children and adults remain deprived of educational opportunities, many as a result of racial injustice and poverty.

Our focus on racial justice demonstrates our intentional decision to foreground race and racism and the role it plays in fostering disparate treatment, impact, and opportunity. We consider racial justice as those critical interventions against racism, hegemony, White privilege and supremacy, structural racial inequity, and “resistance to public investment in solutions to this problem. The concept of solutions relates not just to past wrongs, yet are obviously based on the foundation of history” (Scot Nakagawa, 2013). It is our contention that in order to "right civil wrongs," our work must focus on civil liberties and human rights, which extends to issues of gender, sexuality, poverty, immigration status, nationality, religion, language, and ability. To address the 2014 UCEA Convention theme, “Righting Civil Wrongs: Education for Racial Justice and Human Rights,” we invite submissions that (a) offer analyses of "civil wrongs" in education, to help us more incisively analyze how we got to where we are; (b) contribute to our understanding of how we educate for racial justice and human rights, in PK-12 schools, graduate preparation programs, as well as in professional development; (c) identify priorities for social and educational policy and practice that will help us do what is "right" to ameliorate racial and human injustice; and (d) support advocacy work directed at policymakers and elected officials.

This year, UCEA celebrates its 60th anniversary with other milestones of Brown v. Board of Education (60th), ESEA (50th), Civil Rights Act (50th), Milliken v. Bradley (40th), and Lau v. Nichols (40th). This annual conference and its location in our host city of Washington, DC, offers a unique opportunity to to engage scholars of every discipline, practitioners, policymakers, legislators, and community members in examining research, practices, and policies impacting educational contexts. We also encourage proposals addressing P-20 issues of racial justice and human rights that engage scholars attending ASHE and other scholars from areas of study, including, but not exclusive to, fields such as social foundations, law, public policy, history, cultural studies, global and international studies, and economics.
The following suggested topics and related questions are provided to stimulate thinking about the 2014 UCEA Convention and theme, *Righting Civil Wrongs: Education for Racial Justice and Human Rights*, although proposals addressing related themes are welcome.

A. **Civil Rights, Racial Justice, Human Rights, in Educational Contexts.** The educational context is a particularly complex notion in global rural and 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. **Education, Social Justice, and Democracy in the Global Society.** As technology advances, the idea of human rights with 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 unique communities? In what ways are community ties created and sustained internationally?

C. **Leadership for Civil Rights and Racial and Human Justice.**
   a. What does it mean to be and/or prepare a leader for civil rights/social justice? What responsibility do we have to encourage future leaders to cultivate meaningful coalitions for justice in educational and policymaking environments?
   b. Educational leadership and policy are currently espousing neoliberal interests and the “hybrid” leader—one focused on straddling the entrepreneurial, privatized, and managerial interests. In what ways can leaders and policymakers form more democratic educational contexts and engage in social advocacy for an equitable and democratic system of schooling?
   c. In what ways can we better prepare education, leadership, and policy scholars and foster dispositions to have them engage, navigate, and negotiate in policy arenas for justice and advocacy?

D. **Partnering for Civil and Human Rights.** 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 educational leaders and policymakers reaffirm the common good and build alliances to leverage “justice capital” and create empowered communities? 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 for Equity and Civil Rights.** Local, state, and federal policies shape and are shaped by the social context of national and international environments. What do the sociological and sociocultural milieu appear today compared to the initial days of *Brown v. Board of Education*, ESEA, etc.? How do educators negotiate the educational policy environment in the interest of developing equitable and high-quality programs for all students? How are certain 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. **Action-Oriented Research and Scholarship.** A focus on reconnecting research, policy, and practice to justice-building concerns requires action-oriented research and scholarship that engage all educational stakeholders. How are scholars collaborating with nations, communities, organizations, practitioners, or other constituents to engage in justice-based educational research? How is collaborative research carried out ethically and in the service of civil, racial, and human rights? How is technology utilized to enhance collaborative research? What kinds of products emerge from such research? How are marginalized voices represented in this work?

The 2014 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 global rural and urban contexts; 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 really enriches the community; and other issues that impact the current and future practice of educators and policymakers.

### 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 or paper handouts summarizing their research. 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.

**Special Topic-Driven Symposia.** These symposia should feature policy, research, or practice addressing a specific topic listed below. During these special symposia, session presenters and the audience will interact with Washington, DC, policymakers and stakeholders. If you are submitting a special topic-driven symposium we ask for diversity in the makeup of presenters and methodologies. The planning required for a special topic-driven symposium is more involved; thus, If you are interested in submitting a proposal for one of these symposia, please submit electronically by **April 1, 2014** to ucea@virginia.edu and put the words “Special Topic-Driven Symposia” in the Subject box. **Please note these special session proposals are due earlier than the regular UCEA Convention proposals.**

- Racial & Human Rights and Education
• Gender, Sexuality and Education
• Education as a Civil Right (Civil Rights Act)
• Educational Opportunity (ESEA)
• Desegregation (Brown Decision)
• Educator Effectiveness and Evaluation
• Educational Leadership Development (UCEA’s 60th Anniversary)

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 Conversation Roundtables. These sessions are intended to stimulate informal, lively discussions around a series of provocative questions or research in process. Session organizers may organize a panel of participants who facilitate and guide the conversation. Alternatively, these sessions may be organized as a dialogue where the organizers and attendees discuss an issue or series of questions. 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. Proposals that address cross-cutting issues are particularly welcome.

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 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:
  o http://www.youtube.com/user/iGNiTe?blend=1&ob=4#p/u/3/rgSkulkwQ98
  o 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 2014 Convention.**

**Graduate Student Symposium** is for doctoral students as a preconference session. Successfully launched at the 2012 Convention in Denver, the Symposium will be returning at the 2014 Convention in Washington, DC. 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 presession will follow later this month and can be found on the Graduate Student portion of the UCEA website: [http://www.ucea.org/graduatestudent-development/](http://www.ucea.org/graduatestudent-development/).

**UCEA Film Festival.** For those who are handy with audio-visual technology, the 2014 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 can be found in the UCEA Review and on the UCEA website: [http://www.ucea.org](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

- 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 **Monday, May 5, 2014**. 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 7, 2014**.

Submission length **must not exceed 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 **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 23, 2014). **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.**

Please carefully review your proposal before submitting it. All Academic directly copies the information provided in the proposal for the program. If you listed yourself as a session organizer in the proposal, also keep in mind that session organizers do not show in the print program. If you have an additional role (presenter, discussant, author), please list it as well.

**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.