Call for Proposals
UCEA Convention 2004
“The changing face(s) of educational leadership: UCEA at the crossroads”
Kansas City, Missouri
November 12-14, 2004

I. General Information
The 18th annual convention of the University Council for Educational Administration will be held at the Downtown Marriott in Kansas City, Missouri. The convention will open at 8:00 A.M. on Friday morning (November 12, 2004) and close at 12:00 noon on Sunday (November 14, 2004). The purpose of the 2004 UCEA Convention is to engage participants in discussing research, policy, and practice in education with a specific focus on educational administration. Members of the Convention 2004 Program Committee are Gary M. Crow (University of Utah), Kathleen M. Brown (University of North Carolina), and Gerardo R. López (Indiana University).

II. Theme
The 2004 convention theme, “The changing face(s) of educational leadership: UCEA at the crossroads,” aims to capture the multiple “faces” of our field—demographic, political, theoretical, philosophical, epistemological, etc.—and how UCEA has changed throughout its 50 years of existence. Interestingly, the year 2004 also marks the 50th anniversary of Brown v. Board of Education: the landmark U.S. Supreme Court decision designed to end the systemic marginalization of children of color via school desegregation and reform-oriented public policies. In the wake of these important anniversaries, it is important that we consider what we as a field have accomplished in the last five decades, as well as the important work that needs to be done in the years to come. In the spirit of reflection and anticipation, this year’s convention theme urges us to engage in serious thought regarding the impact of the Brown decision, not only on the leadership profession, but on the field of education as a whole. Since schools and institutions of higher learning are often primary battlegrounds in the fight for social justice, it should come as no surprise that UCEA was borne in the same political environment as Brown. Fifty years later, however, the political climate has shifted and the demographic and social backdrop has become increasingly diverse. This raises a number of questions for research, practice, and the preparation of school leaders:

- What does our knowledge base look like, and is it effective in adequately addressing the changing political and social landscape in which school leaders function today?
- What can emerging theoretical frameworks—e.g., feminism, postmodernism, critical race theory, queer theory, post-colonialism, spirituality, etc.—offer to our understanding of research, practice, and the preparation of school leaders?
- How does the Brown decision help us better understand the “problems of practice” in the field?
- How do we define “effective” leadership preparation programs in light of the rapidly changing demographics of the Unites States?
- What is/should be the role of educational leadership in addressing issues of equity and social justice?
- How do we prepare school leaders to promote learning and success for all children?
- What are the persistent problems, broadly speaking, that we as an organization need to be addressing?
- How does the history of UCEA, perceived within our contemporary scene, inform future directions for the organization?

Submissions are encouraged that respond to these critical questions. Proposals that engage our thinking on the conference theme from a broad and inclusive range of approaches are especially welcome.
III. Session Formats and Proposal Requirements
The 2004 UCEA Convention will include a variety of session formats that facilitate dialogue and strengthen our knowledge base. Proposals must be submitted electronically by May 10, 2004 and include a 50 word abstract. Please note: Proposals must be three (3) pages or fewer, and purged of author/co-author identification. Proposals that do not follow these requirements will not be considered.

1. 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 copies of papers. Proposal summary should include statement of purpose and rationale; for research reports, description of data sources, methods and findings; and conclusions. Presenters will be allotted approximately 20 minutes each. A discussion leader will be assigned to facilitate dialogue during the final 30 minutes of the session.

2. Symposia. A symposium should examine specific issues, research problems, or topics from several perspectives 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 copies of papers.

3. Conversations. Conversation sessions are intended to stimulate informal, lively discussion often using a series of provocative questions or vignettes. Session organizers are expected to organize a panel of participants and facilitate and guide the conversation about critical issues, concerns, and perspectives. The proposal summary should describe the purpose of the session, the ways in which participants will be encouraged to engage in conversation, and examples of questions or areas to be addressed.

4. Community-Building Sessions. A limited number of slots will be designated as Community-Building Sessions. These “double-length” sessions are intended to discuss sensitive and/or controversial topics (e.g., racism, homophobia, sexism, etc.) in more detail and depth than a regular session allows. The extended time offers presenters more flexibility in establishing a “safe space” between panelists and audience members, yielding a richer dialogue and understanding of the topic at hand. The proposal should describe the purpose of the session (including a rationale for why this type of session is necessary for this topic), the presenter(s)’s experience in approaching the topic with others, methods for engaging the audience in dialogue, and strategies for bringing a sense of closure to the session.

5. Interactive Roundtables. These sessions are intended for small group focused discussions such as book discussions, "fireside" chats, research in progress, practitioner voices, and issues in teaching in educational leadership. The proposal summary should describe the focus and purpose of the session and the format(s) used to engage participants.

6. Point-Counterpoint Sessions. Point-counterpoint sessions are intended to stimulate review, debate, and discussion around a specific and current issue of controversy related to the field of educational leadership. The proposal summary should describe the focus of the session, the competing or opposing points to be presented, the format in which the various points of view will be aired (e.g., debate format), and opportunities for audience participation. Session organizers are expected to chair the session and facilitate discussion.

7. Innovative Sessions. Proposals utilizing innovative presentation/interaction strategies are encouraged. 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.

IV. Criteria for Review of Proposals
All proposals will be subject to blind, peer review. The three-page summary of the proposal that will be sent to reviewers must not include names of session organizers or presenters. Proposal evaluations will be based on (1) significance of research problem/topic and contribution to the field; (2) thoroughness and clarity of the proposed presentation; (3) clear evidence of theoretical framework, research methodology, and analysis (for empirical research); and (4) an engaging format for the session. Participants are strongly encouraged to submit innovative and interactive session formats. All proposals must be submitted electronically and will be reviewed electronically.
V. Participation Guidelines and Proposal Deadlines
Anyone involved in research, policy, or practice in educational or youth-serving agencies may submit proposals for consideration. Individuals may present or participate in no more than three sessions. Paper presenters are required to provide at least two weeks before the convention an advance copy of their paper to the assigned discussion leader and a minimum of 30 copies for distribution. Proposals must be submitted electronically at http://www.ucea.org on or before May 10, 2004

Send inquiries to:
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