



2017 UCEA CONVENTION CALL FOR PROPOSALS

“Echando Pa'lante: School Leaders (Up)rising as Advocates and (Up)lifting Student Voices”

I. General Information

The 31st annual UCEA Convention will be held November 16-19, 2017 at the Sheraton Denver Downtown Hotel in Denver, CO. The purpose of the 2017 UCEA Convention is to engage participants in discussions about research, policy, practice and preparation in the field of education with a specific focus on educational leadership. Members of the 2017 Convention Program Committee are Mariela A. Rodriguez (University of Texas-San Antonio), Erin Anderson (University of Denver), Miriam Ezzani (University of North Texas), and Cristobal Rodriguez (Howard University).

II. UCEA Convention Theme

The 31st Annual UCEA Convention theme, ***Echando Pa'lante: School Leaders (Up)rising as Advocates and (Up)lifting Student Voices***, is intended to encourage opportunities for reflective dialogue regarding the educational contexts that students, teachers, principals, and superintendents will be facing within a changing national climate and its impact on educational policy. The words in the theme "*echando pa'lante*" are a derivation of *echando para adelante* which translates from Spanish as moving forward. Yet the terms imply more than just that action. They describe the will to keep going especially when times are tough and intrinsic motivation is needed to keep moving forward. Traditionally used within Latinx, Spanish-speaking communities, these words serve to inspire one to challenge themselves no matter what the odds. Within the 2017 UCEA Convention theme, *echando pa'lante* reflects the value of student voice and agency as they move forward in meeting their educational goals. The term also represents the advocacy work of school leaders who assist students in meeting their goals by creating and sustaining equitable learning environments.

The second part of the theme focuses on the words *rising* and *lifting* as they relate to the important role of school leaders. These terms represent the ways in which school leaders rise as advocates for students in times that the educational terrain may not be supportive especially for students from diverse and traditionally under-represented groups. Such groups include students who speak languages other than English, students participating in special educational programs, and students who identify as LGBTQ. Advocacy plays a crucial role in the support of student voice, engagement and learning. School leaders who incorporate advocacy into their leadership practices help to promote student well-being. As advocates, school leaders understand that their work is rooted in social justice. In this manner school leaders, together with teachers, parents, and community members help to lift students' spirits and voices as they move forward in their personal growth and educational attainment.

The terms rising and lifting are also symbolic as they represent the geographic landscape of the City of Denver, the convention city for the 2017 UCEA Convention, with its signature mountains and peaks. As such, the theme focuses on the various environments in which school leaders find themselves engaging as advocates for the students they serve. This includes advocacy work in schools, communities, and in challenging restrictive educational policies. This has clear implications for the important role of faculty in leadership preparation programs who must create opportunities for community engagement within field experiences and the value of engaging in research projects that highlight principals as advocates for student voice. Aspiring school leaders must see current leaders in action as advocates for students and the communities in which they lead. Such experiences should offer future school leaders in-depth opportunities to learn from and engage with leaders who



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uprise and uplift student voice and help to move students *pa'lante* in both academic and personal development, especially in contested terrain.

To address the 2017 UCEA Convention theme, “***Echando Pa'lante: School Leaders (Up)rising as Advocates and (Up)lifting Student Voices***,” UCEA invites submissions that: 1) offer analyses of leadership practices that support student voice, engagement and learning; 2) examine how we prepare school and district leaders to support student voice, engagement and learning, 3) explore the myriad ways of defining student voice, engagement and learning; 4) support advocacy work in schools and local communities; and 5) advocacy work directed at policy makers and elected officials.

The following suggested topics and related questions are provided to stimulate thinking about the 2017 UCEA Convention and theme ***Echando Pa'lante: School Leaders (Up)rising as Advocates and (Up)lifting Student Voices***, although proposals addressing related themes are welcome.

1. ***Leadership that Uprises and Uplifts***. School leaders must be responsive to the diverse knowledge, strengths and needs that exist within and across multiple communities. How can leadership that uprises and uplifts bring life and vitality to educational organizations and local communities? How can such leadership support student voice, engagement and learning? How does such leadership create socially just and equitable schools that are inclusive and humane for all stakeholders? In what ways do school leaders finesse the competing demands of districts and communities in order to allow student voices to be heard and subsequent actions to be taken?
2. ***Leadership Development***. Leadership development is essential to leadership practice. How do the recently revised leadership standards inform leadership that uprises and uplifts? How can leadership development programs partner with districts and schools to prepare leaders to effectively lead in ways that support student voice, engagement and learning? What are the implications of developing leaders who can support student voice, engagement and learning for the various domains of high quality leadership preparation? In which ways are leadership preparation programs preparing leaders to embrace their roles as advocates for student voice?
3. ***Student Voice***. Research indicates that when young people are listened to, involved in meaningful decision making and supported in expressing their views, they feel more confident and able to more effectively manage challenges that they encounter. What does student voice look like in practice? What organizational arrangements and support structures are needed to foster student voice? What impact does an emphasis on student voice have on the school culture? How does focusing on student voice influence relationship building and interactions among students and other educational stakeholders?
4. ***Community Advocacy and Engagement***. Educational leaders must develop partnerships with community organizations, government agencies, community and faith-based organizations, and local businesses--all organizations that represent multiple constituents and contexts. How do educational leaders build empowering alliances that reaffirm the common good, foster empowered communities, and support student voice, learning and engagement? How do schools and communities benefit from such partnerships and how are they sustained over time? What is the role of leaders in uprising and uplifting student and community needs within the political realm?
5. ***Educational Politics and Policy***. 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 in ways that defy geography



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and borders, educators – at all levels - must become more skilled as policy advocates. What are some ways that school leaders involve students, parents and community members in helping to shape educational policies? What experiences and opportunities are incorporated in leadership preparation programs to promote the engagement of aspiring school leaders in policy development and decision-making?

The 2017 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. Those engaged in research, policy, or practice in educational or youth-serving agencies may submit proposals for consideration.

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 Presentations.** Ignite presentations 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. 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. Session organizers 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. **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. **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: 1) a session could include a panel of participants who facilitate and guide



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the conversation; 2) a session could be organized as a dialogue where the organizers and attendees discuss an issue or series of questions, or 3) 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 be 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.

- 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 July 31, 2017.
- 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 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).

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 30, 2017). 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 30th 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*



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MUST NOT include names of session organizers or presenters. 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 2017 Convention. **Through the act of submitting a proposal, an individual is entering a professional agreement to review proposals for the convention.** UCEA encourages submitters to invite their co-authors 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 Monday, May 8, 2017, by midnight 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 April 7th, 2017.**

IX. Graduate Student Summit.

Successfully launched at the 2012 Convention in Denver, the Symposium will be returning once again this year for the 2017 Convention in Denver, CO. Doctoral students from UCEA member institutions are invited to submit proposals for this preconference event. Further details regarding the Graduate Student Summit call for proposals can be found on the Graduate Student portion of the UCEA website: <http://www.ucea.org/graduate-student-opportunities/graduate-student-summit/>