UCEA Convention 2019 Call for Proposals

“Where y’at: Validating subaltern forms of leadership and learning with/in and outside of schools”

I. General Information

The 33rd annual UCEA Convention will be held November 21-24, 2019 at the Hilton New Orleans Riverside in New Orleans, LA. The purpose of the 2019 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 2019 Convention Program Committee are Gerardo R. López (University of Utah), Erica Fernández (University of Connecticut), Frank Hernández (Southern Methodist University), and Kevin Lawrence Henry, Jr. (University of Arizona).

II. UCEA Convention Theme

The 33rd Annual UCEA Convention theme, Where y’at: Validating subaltern forms of leadership and learning with/in and outside of schools, aims to center a broad array of knowledges, discourses, practices, experiences, epistemologies, and ways of knowing that historically have been marginalized, downplayed, and/or rendered invisible in the larger field of educational leadership. In this regard, the “subaltern” specifically refers to individuals who have been marginalized in our field and in society: women, people of color, native populations, the undocumented, the poor, LGBTQIA+ communities, people with disabilities, older people, people from minoritized religions, people experiencing homelessness, those with intersecting identities, and/or those whose identities are not often recognized in society. Moreover, the “subaltern” also refers to individuals who have been prevented from accessing social, political, or economic power within a particular society, group, or organization. In K-12 school settings, these might be those with constrained agency or silenced voices: students, parents, grandparents, extended family members, teachers, instructional assistants, parent volunteers/liaisons, cafeteria workers, custodial staff, etc. Another understanding of “subaltern,” more generally, might refer to concepts, ideas, and norms that stand outside hegemonic configurations, for example, nontraditional or novel perspectives that are not acknowledged or widely circulated. Within our field, nontraditional perspectives might refer to different understandings/manifestations of leadership, alternative formulations of education, diverse organizational structures, or different institutional norms that guide/shape the overall philosophy of a school.

When taken holistically, the conference theme aims to purposefully center the “history of the historyless” (Bhattacharya, 1983) in order to shed light on perspectives and positions that have not been largely represented in the educational leadership arena. The Italian post-Marxist scholar Antonio Gramsci coined the term subaltern to specifically refer to social groups that are excluded from participation in society and are—by virtue of their social position—denied agency and voice in the larger social structure. While subaltern was historically synonymous with proletariat, postcolonial scholars eventually appropriated the term in the 1970s and gave it a broader meaning. Subaltern has now come to denote a range of identities that interact and intersect with economic class in complex ways. The term currently refers to individuals and groups that are rendered one-down because of their social position, rank, or station in society.

One should be cautious, however, not to apply the “subaltern” name too loosely, because not everyone who occupies a marginalized space is necessarily subaltern. As postcolonial scholar Gayatri Spivak (1992) so cogently summarized, “Subaltern is not just a catchy word for ‘oppressed’” (p. 44). Rather, the subaltern refers to those who do not have access to traditional hegemonic structures (social, legal, educational, economic, political, etc.). In this regard, the subaltern denotes both individuals from a particular social location as well as the mechanisms and practices that created hierarchical social categories in the first place (i.e., colonialism, imperialism, capitalism, etc.).

As academics, we have responsibility to shed light on the effects of these mechanisms on ordinary human lives by intentionally “inserting the subaltern into the circuit of hegemony” (Spivak, 1992, p. 46). The goal of such a project Is not to fetishize the subaltern or center their practices in voyeuristic fashion, but to disrupt existing power relations while highlighting the limitations of our own thinking and practice. In effect, we have a responsibility to actively work for, with, and in the interest of the subaltern. To be certain, this process is easier said than done, as it necessitates critical reflection and painstaking care to not reproduce the range of power relations that are always present in society. For example, we don’t simply give the subaltern voice by speaking “for” them in our journal articles or casually bringing them into to our classes and lecture halls as curious objects for inspecting spectators. Rather, we must proactively clear academic and nonacademic spaces so that the subaltern can speak for themselves as breathing/living subjects. Only by working for the subaltern are we able to flip the script and challenge power relations in our field and in the larger social order.

It is apropos that we collectively explore this theme in New Orleans, a city born from French colonialism, Spanish fortuitousness, and U.S. expansionism. The subjugation, destruction, and enslavement of Native populations—in particular the Chitimacha, Atakapa, Choctaw, Houma, Natchez, Caddo, and Tunica tribes—began when the French laid claim to these North American territories. After 100 years of colonial rule, the mass production of cotton and sugarcane opened the door to the domestic slave trade of Africans in the South. Because the U.S. had outlawed the trade of trans-Atlantic slaves in 1808, it turned to domestic

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To address the 2019 UCEA Convention theme, “Where y’at: Validating subaltern forms of leadership and learning with/in and outside of schools,” UCEA invites submissions that (1) center the discourses, epistemologies, and ways of knowing of nontraditional/marginalized populations; (2) shed light on nontraditional forms of learning and education; (3) challenge traditional understandings of leadership and how we prepare school and district leaders; (4) explore the myriad ways of centering voice and agency of all stakeholders in schools; and (5) explore new possibilities for engaging policy makers and elected officials. The following five topics and related questions are provided to stimulate thinking about the 2019 UCEA Convention and theme, Where y’at: Validating subaltern forms of leadership and learning with/in and outside of schools. Importantly, proposals addressing related themes and topics are also welcome.

1. **Centering different communities, discourses and ways of knowing.** Although we have made great strides in recognizing diversity as a “strength,” we still have a long way to go truly honor, value, and center communities that have been minoritized in society and marginalized in our field. Why do these voices/perspectives remain largely absent? How do schools limit agency and/or voice to subaltern populations? How can we create socially just and equitable schools that are inclusive and humane for all stakeholders? How can we broaden our profession and knowledge base to be more critical and inclusive?

2. **Rethinking education, learning, and schooling.** Schooling is the formal process within an educational institution that has received most of our attention. But education extends well beyond the institution of school. Moreover, merely attending school does not necessarily result in learning. What is meant by education, learning, and schooling, and why have we conflated these terms in our field? What new understandings arise when we disentangle these constructs? What can we learn from “everyday” forms of education that are happening at kitchen tables, living rooms, coffee shops, bars, street corners, barber shops, playgrounds, basketball courts, etc.? How do we prepare school leaders to recognize and value the broad range of learning that happens both inside and outside of school?

3. **Exploring new ideas in leadership.** Traditional understandings of “leaders” and “leadership” have dominated our field for years—profoundly shaping how we come know who a leader is, what leadership looks like, and what a leader does. Although we have certainly explored new understandings of leadership for some time (e.g., leaderless organizations, bottom-up leadership, collaborative leadership, followership, etc.), the field, as a whole, has been recalcitrant to fully embrace these alternatives. How can we recognize and embrace new ideas in leadership, particularly those that emerge from nontraditional spaces? How do current social structures and arrangements reify particular understandings of leadership? What does leadership look like outside of U.S./Western contexts?

4. **Centering voice and agency of all stakeholders.** Educational leaders must give agency and voice to all stakeholders, including students, parents, teachers, cafeteria workers, community organizations, government agencies, community and faith-based organizations, local businesses, etc. How do educational leaders build empowering alliances that are affirming, reciprocal, and validating of all stakeholders? How do communities benefit from such partnerships, and how are they sustained over time? Who is invited to the proverbial table, and why? How does power play a role in shaping whose voice and perspectives are privileged in schools?

5. **Exploring new possibilities in politics and policy.** Educational policies and politics shape leadership and relationships within and across school communities, yet policies can also be mechanisms of control that reproduce inequities and existing social arrangements. In what ways can school leaders work against the disciplinary nature of policy? What does it mean to work for the subaltern, and against subalternity? What should we do when our ethical and political commitments to our various stakeholders conflicts with our leadership responsibilities and duties?
The 2019 UCEA Convention Call for Proposals strongly encourages submissions that explore the listed themes; however, UCEA also welcomes proposals focused on quality leadership preparation; effective preparation program designs and improvement efforts; leadership practice; policies concerning educational leadership issues; successful coalitions that enhance leadership, policy work, and politics; collaborative research that enriches the community; research on global issues and contexts influencing the field of educational leadership and policy; 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 are strongly encouraged to 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/rqSkulkQ98

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: (a) a session could include a panel of participants who facilitate and guide the conversation; (b) a session could be organized as a dialogue where the organizers and attendees discuss an issue or series of questions, or (c) 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, 2019.

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 (about 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 (about 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, 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, 2019). 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 30 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 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 2019 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 the UCEA website.

VIII. Participant Registration and Attendance Requirement

All presenting authors of accepted papers and all participants in accepted sessions (including session facilitators) are required to register for and attend the Annual Convention and to be present at the scheduled sessions. Submission is a commitment to do so.

IX. Deadlines

Proposals must be received by Sunday, May 5, 2019, 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 March 27, 2019.

X. Graduate Student Summit

Successfully launched at the 2012 Convention in Denver, the Symposium will be returning once again this year for the 2019 Convention in New Orleans, LA. 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 next page of the UCEA Review and the Graduate Student portion of the UCEA website: http://www.ucea.org/graduate-student-opportunities/graduate-student-summit/
I. General Information
The 8th annual UCEA Graduate Student Summit (GSS) will be held at the Hilton New Orleans Riverside in New Orleans, LA. The GSS will commence at 12:00 pm on Wednesday, November 20, 2019 and conclude at 11:30 am on Thursday, November 21, 2019. The purpose of the GSS is to provide graduate students a space to engage in authentic dialogue about their scholarly work. This GSS will offer opportunities to meet and network with graduate students and faculty, to present your work, and receive feedback on your research. It will include:

- **Paper sessions**, in which you will share your research and receive constructive feedback.
- **Ignite! sessions**, in which you will share your research and/or ideas for research projects and receive constructive feedback.
- **Roundtable sessions**, in which you will share your research and/or ideas for research projects and receive constructive feedback.
- **Mentor feedback sessions for paper, Ignite!, and roundtable presenters**, in which you will get direct feedback from distinguished faculty on a work that you would like to publish, a proposal, or your dissertation research plan.
- **Networking sessions**, where you will have the chance to network with faculty and students from other UCEA institutions interested in similar research topics and talk with UCEA Executive Committee members and Plenum Session Representatives.
- **Social gatherings for graduate students**, where you will have the chance to make connections with others sharing similar life experiences in graduate schools across the globe.
- **Developmental workshops for graduate students**, where you will hear from emerging and established scholars on such topics as creating a research agenda, crafting a CV, applying for jobs, the publishing process, and grappling with and making it through graduate school.

II. Theme
The GSS is an extension of the UCEA Convention. In keeping with the UCEA Convention, students should demonstrate how their proposals for the GSS address the UCEA Convention theme, “Where y’at: Validating subaltern forms of leadership and learning with/in and outside of schools.” Please refer to the 2019 UCEA Convention Call for Proposals for a full discussion of the 2019 Convention theme.

III. Graduate Student Summit Proposal Submission Categories
This year, we are providing three session categories, each of which provides a tiered outlet for ideas and works in various stages of completion. If you will have a manuscript-length paper completed by the end of October, you should submit a proposal for a paper presentation. If you have an idea that is in-progress, a useful strategy to share, or poignant idea/question to propose, you should submit a proposal for an Ignite! presentation. If you have an idea about a potential research project and/or have an outline developed, but would like feedback on how to proceed, you should submit a proposal for a roundtable presentation. Please note that most of the works graduate students present at the GSS are works-in-progress. A key purpose of the GSS is to create a safe, constructive space for graduate students to receive feedback from faculty mentors and fellow graduate students on how to strengthen their work.

A. **Paper proposal**. A paper proposal is intended for reporting research results or analyzing issues of policy and practice in an abbreviated form. You should submit for a SINGLE paper presentation only—not an entire paper session. Presenters are required to upload electronic copies of their papers 3 weeks before the GSS begins. Your submitted paper proposal should include a statement of purpose, conceptual/theoretical framework, findings (even if preliminary), and implications/conclusions. For research reports, also describe data sources and methods.

B. **Ignite! presentation proposal**. An Ignite! presentation proposal is intended to stimulate informal, lively discussions using a 5-minute presentation with no more than 20 slides, where each slide is displayed for approximately 15 seconds while the presenter 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 audience members. Ignite! presentations are an ideal way to present innovations, effective strategies and tools, problems of practice, collaborations, etc. You should submit for a SINGLE 5-minute Ignite! presentation only—not an entire Ignite! session. Your submitted Ignite! presentation proposal 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. View an example of an “Ignite” Session here: http://www.youtube.com/user/iGNiTe?blend=1&ob=4#p/u/3/rqSkulkwQ98
C. Roundtable proposal. These sessions are intended for discussing early works-in-progress where you may have an outline developed, but have not started writing the formal elements of a paper, collecting data, and/or drafting final assertions/implications. Presenters are required to upload electronic copies of their outlines 3 weeks before the GSS begins. Your submitted roundtable proposal should include the overall topic, research questions, relevant literature you are pulling from, and a general outline for the research study.

Sample proposals for each will be posted to the UCEA graduate student development webpage at http://gradstudents.ucea.org by early March. Please refer to those exemplars as you craft your own proposal. Should you have questions about proposal drafting, feel free to email the UCEA Graduate Student Council at uceagradconnex@gmail.com.

IV. Criteria for Review of Proposals

To participate in the GSS as a presenter, you must submit a proposal, and that proposal must be accepted. All proposals will be subject to blind, peer review by the UCEA Graduate Student Council and at least two outside reviewers. Priority will be given to single-author papers or papers co-authored by graduate students. The lead author of each proposal also agrees to serve as a reviewer for other GSS proposals. An author’s failure to live up to either of these commitments may lead to the proposal being removed from the GSS. The text of the proposal must not include author names; for many reviewers, this is grounds for proposal rejection. Proposals 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;
• conceptual/theoretical framework, methods, analysis, and presentation of findings (for empirical research); and
• significance, especially for PK-12 educational leadership and/or PK-20 education policy.

V. Submission and Participation Guidelines and Proposal Deadlines

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

Proposals must be received by Monday, May 8, 2019 11:59 pm Eastern Standard Time. All proposals must be submitted electronically at the link to be provided at the UCEA homepage (http://www.ucea.org). The site will open March 27, 2019. Please follow the prompts for submitting to the 2019 GSS.

You may submit more than one proposal to the GSS, and you may submit the same proposal to both the GSS and the UCEA Convention. Please note that these submissions are separate. If you submit a proposal to the GSS and also wish to submit it to the UCEA Convention, you must go through all the same steps in the AllAcademic system but through the pathway for the UCEA Convention, too. If you plan to use the same title for both proposals, please append your GSS submission title to include “(GSS)” at the end (minus quotes).

Submission length must not exceed three (3) single-spaced pages (approximately 1,500 words or 6,000 characters; excluding references and tables/figures) using 12-point font (Times New Roman). References are required and must not exceed one (1) single-spaced page (approximately 400 words or 2,200 characters). The text of the proposal must not include any author names.

The lead author of the proposal is required to upload an advance copy of the work into the AllAcademic system through the UCEA Convention site 3 weeks prior to the GSS (October 30, 2019). This is required for your faculty mentor to review your work to offer feedback. By submitting a proposal, the author of the proposal also agrees to serve as a reviewer for GSS proposals. An author’s failure to live up to either of these commitments (uploading an advance copy and/or failing to serve as a reviewer) may lead to the proposal being removed from consideration and/or the GSS program.

Please carefully review your proposal before submitting it. The AllAcademic system directly copies the information provided in the proposal for the program, so check your title, author names, and affiliations.

VI. Graduate Student Summit Registration

The GSS immediately precedes the 2019 UCEA Convention. Registration for the 2019 UCEA GSS will be available online through the UCEA registration site in June 2019. The cost of attending the 2019 GSS will be announced along with the regular Convention registration rates. The cost of registering for the UCEA Convention is a separate fee, and registration for both the UCEA Convention and the GSS is required for presenting during the GSS.

If you have questions at any time, please feel free to email the UCEA Graduate Student Council at uceagradconnex@gmail.com.