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 marginalized 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 against subalterntiy by working 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 inquiring 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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enslavement as a source of economic exploitation and human domination. Eventually, New Orleans became the primary U.S. location where domestic slaves were bought and sold. By the late 1800s and early 1900s, a new wave of European immigrants arrived in New Orleans as a result of two World Wars, and new arrivals from other parts of the world arrived in the decades that followed. These new populations added their own traditions, cultures, and folkways to the city. While this gumbo of cultures seemed pleasant on the surface, the racial, economic, and structural roots of racism and colonization ran deep. Sadly, the devastation and destruction of Hurricane Katrina in 2005 shook the city to its core, revealing vestiges of racism, poverty, and structural inequalities that had shaped the city for centuries.

In short, one cannot engage with New Orleans or its people without engaging with history itself. Its past is its present; the lingering effects of history can be witnessed in its music, cuisine, culture, religion, customs, traditions, ways of speech, and everyday practices. As Leslie Harris (2009) summarized, New Orleans is a subaltern city with subaltern citizens. Despite the fact that racial, social and economic arrangements have persisted through time, its traditions and heritage have passed on from generation to generation. For example, children learn jazz music informally and aurally—through mentoring, apprenticeships, jam sessions, and group improvisation. While jazz education has certainly become formalized in recent years, particular styles and embellishments are often honed on street corners, living rooms, nightclubs, and other nontraditional spaces. These types of hidden or subaltern forms of “education” are important, for they help us break away from the notion that education only happens in traditional/formal arenas.

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 non-traditional/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 subalternty? 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/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: (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. Roundtables. Roundtable presentations are the most flexible format offered at this year’s UCEA conference. Roundtables allow for extended discussions among a small group of individuals and are excellent venues for giving and receiving targeted feedback, engaging in-depth discussions, and meeting colleagues with similar research interests. Roundtables are excellent for new and emerging research projects. If you are accepted to present in the roundtable format, please bring 10 copies of all materials to share with other session attendees.

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/