UCEA Convention 2020 Call For Proposals

Re/Building Home: Coloniality, Belonging, and Educational Leadership

I. General Information

The 34th annual UCEA Convention will be held November 18-22, 2020 at the Sheraton Puerto Rico Hotel & Casino in San Juan, Puerto Rico. The purpose of the 2020 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 2020 Convention Program Committee include Bill Black (University of South Florida), Yanira Oliveras Ortiz (The University of Texas at Tyler), Rosa L. Rivera-McCutchen (Lehman College CUNY), and James Wright (San Diego State University).

II. UCEA Convention Theme

The 34th Annual UCEA Convention theme, Re/Building Home: Coloniality, Belonging, and Educational Leadership aims to highlight critical discourses around knowledge production and the control of knowledge. Additionally, the theme highlights concepts of belonging relative to our institutional, disciplinary, and personal homes—nations, ethnicities, and identities—and these relationships within educational leadership.

“Home” is a term commonly evoked in popular discourse as well as conceptualized in a wide range of academic fields—including refugee studies, borderlands studies, sociology, anthropology, and across the humanities. Whereas home is often represented as an inhabited physical or geographical space, home is also a historically informed social landscape. It is constructed as relational, familiar and meaningful. Although it may be tempting to consider home as fixed and unproblematic, home is always being rebuilt and is inevitably unfixed (Massey, 1994). We may belong to relational, multidimensional, and dynamic spaces we call home that are historical and material, yet concomitantly present and subjective. Conceptualized as a social archipelago of community, cultural identity, and belonging, individuals often negotiate tensions in re/building home in dynamic and fluid ways. As Anzaldúa (1987) reflected, home is with/in across physical and existential borderlands: “I am a turtle, I carry ‘home’ on my back.” Home is a contested and multidimensional space imbued with spiritual and existential meaning, as it is intertwined with ideas of identity and belonging (Perez Murcia, 2019).

This year’s UCEA theme asks us to consider how we might best belong together in meaningful and replenishing ways as we critically examine and re/build our academic, institutional, and personal homes. As a context for the convention, Puerto Rico provides opportunity to engage concepts of home that include diasporas and migration, as well as coloniality. Coloniality refers to knowledge and the control of knowledge, which resulted from colonialism and which continue to racialize and hierarchize various non-White groups and cultures (Ayala & Ramirez, 2019; Mignolo & Walsh, 2018). Like similarly colonized lands throughout the Americas, Puerto Rico experienced genocide and enslavement of its Indigenous peoples as well as entanglement in the Transatlantic Slave Trade. In spite of this
legacy of trauma, historically minoritized and marginalized peoples have found creative ways to reimagine and re/build home.

Coloniality is differentiated from colonialism, as coloniality seeks to go well beyond the historical patterns of colonial administration. Coloniality is a perspective that identifies the global imposition and hegemony of Eurocentrism, which emerged with the expansion of European colonial dominance (Quijano & Ennis, 2000). Mignolo and Walsh (2018) consider coloniality shorthand for complex systems of control and management by Westerners and Eurocentrists who position themselves as guided by a totality of self-generated knowledge. This knowledge can then in turn be used to measure and value non-White or non-Western knowledge and epistemologies. With these perspectives in mind, we ask, how do we re/build home? As we reflect on UCEA as home, how do we belong together and adapt our research, preparation, and policy advocacy to new leadership challenges? When taken holistically, the conference theme aims to purposefully elevate educational leadership discussions around coloniality, and belonging, in spaces we consider home from the perspective of decoloniality. Decoloniality is differentiated from decolonization, as you cannot “take” knowledge in the same way as the state was “taken” by armies during the Cold War (Mignolo & Walsh, 2018). The goal of decoloniality is epistemic reconstitution—a reemergence of marginalized knowledge, cultures, and practices lost to Western and Eurocentric structures, systems, and practices (Mignolo & Walsh, 2018).

Over the last 65 years UCEA has grown from a small group of elite and relatively well-resourced institutions into a broad continuum of 107 research/doctoral granting institutions. In addition to shifts in UCEA membership, in the last year UCEA has hired a new executive director and is moving headquarters to a new host institution. This juncture in UCEA’s organizational history represents a new opportunity to consider how to continue efforts to sustain and enhance a sense of belonging to a UCEA community. As we embrace graduate students, practitioners, and faculty in the UCEA convention, how might we create a sense of belonging to a supportive home, one that is welcoming to the historically marginalized and silenced? How might we identify coloniality—maintaining traditional epistemologies and canons that have both defined the field and been the source of resistance to alternative epistemologies entering the field?

UCEA is home to a comprehensive range of institutions committed to its three organizational pillars: (a) promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice; (b) improving the preparation and professional development of educational leaders and professors; and (c) positively influencing local, state, and national educational policy. UCEA invites submissions that reflect on UCEA as home and engage the three pillars of UCEA’s mission in light of the 2020 Convention theme: “Re/Building Home: Coloniality, Belonging, and Educational Leadership.”

(a) Research and Re/Building Home: When viewed from the perspective of coloniality, our disciplinary home of educational leadership is in fact coloniality in practice relative to privileged methodologies and epistemologies governing the field. Coloniality pervades
modern governments and bureaucracies, including a broad range of educational institutions and schools. As we consider coloniality and home, we examine knowledge and the colonizing of knowledge, as well as the power to influence and determine what is knowledge and who are its producers. Decoloniality is identifying these problems by historicizing how we got here, and then by amplifying other marginalized and silenced knowledges and perspectives. With this in mind, and from a broader geopolitical context, coloniality is the perspective particularly salient around knowledge production and marginalization within Puerto Rico, a former colony still grappling with patriarchal structures and systems within the United States. Hence decoloniality is disruption and reinstating the epistemologies and knowledge systems and traditions of those who have been historically and systematically marginalized via racialization and the various other colonial era hierarchical systems.

How might we consider re/building Educational Leadership research and inquiry as an ongoing re/construction of home? Given that coloniality underpins disciplines and organizations, how might we best consider our belonging and participation in both our disciplinary homes as well as organizational homes (such as UCEA)? How might UCEA acknowledge and engage its own participation of knowledge production from the perspective of coloniality and the inherent and intermingled ways that diverse knowledge and epistemologies are marginalized and silenced through its institutional prowess? As a community of scholars, how might UCEA continue to build on its efforts become a supportive home for diverse networks of scholars and practitioners who are affiliated with an increasingly broad range of institutions? To what extent is there and should there be a foundational knowledge base “home” for Educational Leadership? How should it be renewed and or re/built? Who gets to decide? Which knowledge constructs and systems drive the field of educational leadership—toward decoloniality? What is home for displaced, formerly colonized peoples, a mix of Indigenous, African, and European in light of intertwined histories each of these groups bring to bear?

(b) Improving the Preparation of Educational Leaders and Re/Building Home: Faculty engage in program development that may lead to innovation and partnerships that cross disciplines, organizations, and higher education institutions, creating a home for a faculty community (Young, Cunningham, & Rorrer, 2019). And yet, the frameworks that guide our leadership preparation and partnership models in fact reinforce coloniality when they fail to consider the legacy, histories, and perspectives of the diversifying and browning student populations in the U.S. (Foster & Tillman, 2009; Lomotey, 1995). The historical problems that many critical scholars identify with the racialization and minoritization of groups of people are in fact coloniality: Modern knowledge systems and practices that were instrumental in propelling and maintaining colonization.

How can partnerships in our home communities promote collaboration among leadership preparation programs and school districts in ways that legitimize minoritized perspectives? How can these partnerships and increased engagement enhance aspiring leaders’ preparation to lead and benefit schools and children as school populations in the U.S. continue to brown and diversify? What can we learn from existing partnerships about
innovative principal preparation pathways? How do we prepare school leaders to leverage partnerships with higher education institutions to address problems of practice in ways that create interconnectedness and belonging across institutional contexts? How might the utilization of clinical faculty and faculty of professional practice increase collaboration and innovation within various programs? How might we bridge the gaps and build strong relationships between PK-12 educators and former practitioners in academia to leverage expertise that is attentive to the legacy and history of student populations that we serve?

(c) **Policy Influence and Re/Building Home:** Collectively, our expertise and networks allow UCEA members to enact decisions across various spheres of influence. Networked influences can help to build UCEA as a policy home. However, when approached from a critical framework and orientation, institutional privilege and power can also be leveraged to decolonize policies by calling attention to and seeking to remedy the influences of colonial forces and residual structures/impacts. In this way, policy can shape how minoritized and marginalized communities are remedied and brought to the center, and home can be claimed or reclaimed. Yet too often, policy reinforces a colonial project, fortifying “patterns of power relations resulting from colonialism that shape racial and ethnic groups’ experiences in diverse ways” (Ayala & Ramirez, 2019, p. 1), even in instances when that is not the goal. In what ways do policies, perhaps well-meaning, disrupt or reinforce a colonial project? How do we work with our institutional policy centers and policy programs to engage local, state, and national educational policy makers in their assessment and development of educational policies? Networks are powerful, but is the power always used in ways that build belonging and a sense of “home” and belonging? What are the limitations in wielding that power? How should our research and advocacy better position us to adapt to the shifting higher education and K-12 policy landscapes in ways that strengthen and re/build UCEA’s ability to advocate in policy arenas?

The 2020 UCEA Convention Call for Proposals strongly encourages submissions that explore the above 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. Spanish language proposals and proposals from the Caribbean are strongly encouraged. Dedicated session slots will be available for Spanish-language or bilingual round-table sessions, symposia, and critical conversations. All other Spanish-language or bilingual session types will not be considered. All Spanish-language and bilingual proposals should be submitted through All Academic and follow the submission guidelines outlined in the call and include a brief abstract of up to 100 words in English. Please note that translation services will not be provided.
III. UCEA Convention Session Types

Individual Session Submissions

**Paper Session.** These sessions are intended for in-depth reporting of current/completed research and results, analyzing educational policy issues, or presenting theoretical/conceptual frameworks that inform educational leadership.

**Ignite Presentations.** These sessions are specifically intended to present innovations, effective strategies or tools, problems of practice, collaborations, etc. Presentations are no more than 5 minutes long. View a 2-minute video on Ignite Presentations: [https://bit.ly/2RVkQ63](https://bit.ly/2RVkQ63)

**Roundtables.** 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.

Group Session Submissions

**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.

**International Community-Building Sessions.** These sessions, regardless of format (i.e., Paper, Symposium, Critical 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.

**Critical Conversations.** These sessions are intended to stimulate in-depth discussions around a series of provocative questions, current issues or research in process and may be structured in a variety of ways.

**Innovative Sessions / 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.

**Post-Convention Work Sessions and Workshops.** These sessions, which provide both 2-hour or 3-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.

[Click here for a complete description of each session type.](#)
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). See complete session descriptions for details on submissions requirements.

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 email an advance copy of their paper to the session facilitator and other session participants by October 31, 2020. Ignite presenters are expected to email a two-page summary of the talking points they will be sharing at the convention with the session facilitator prior to the October 31 deadline.

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 facilitator 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 three 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.

Click here for the proposal criteria for each session type.

VII. Proposal Reviewers

UCEA invites all convention attendees and participants to serve as reviewers for the 2020 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. The deadline for completed proposal reviews is May 31, 2020.

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, pay in full, 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 Tuesday, May 12, 2020, by 11:59 pm Pacific Standard Time. The deadline is a week later than previous proposal submission deadlines. Therefore, no deadline extension will be provided this year. All proposals must be submitted electronically through All Academic by visiting the UCEA homepage (http://www.ucea.org). This site will officially open March 25, 2020.

X. Graduate Student Summit

Successfully launched at the 2012 Convention in Denver, the Symposium will be returning once again this year for the 2020 Convention in San Juan, PR. Doctoral students from UCEA member institutions are invited to submit proposals for this pre-conference 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/

References

Young, M. D., Cunningham, K., & Rorrer, A. (2019). Who controls the preparation of education leaders? We do, if we commit to it. In A. Danzig & W. Black (Eds.). *Who controls the preparation of education administrators?* Information Age Press.