

Call for Proposals
UCEA Convention 2005
“Democracy in Educational Leadership: The Unfinished Journey Towards Justice”
Nashville, Tennessee
November 10-13, 2005

I. General Information

The 19th annual convention of the University Council for Educational Administration will be held at the Gaylord Opryland Hotel in Nashville, Tennessee. The convention will open at 6:30 P.M. on Thursday evening (November 10, 2005) and close at 1:00 P.M. on Sunday (November 13, 2005). The purpose of the 2005 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 2005 Program Committee are **Michael E. Dantley** (Miami University), **Judy A. Alston** (Bowling Green State University) and **Mark A. Gooden** (University of Cincinnati).

II. Theme

The 2005 convention theme, “**Democracy in educational leadership: The unfinished journey towards justice,**” aims to advance the conversations of issues related to diversity, equity, social justice and ethics in educational leadership. Historically, many educational leaders find themselves in teaching, research and activism as the torchbearers of various interpretations of democratic ideals. These ideals are fundamentally rooted in the contexts of cultural understandings, belief systems, and the creation/enactment of governmental policy. Educational institutions, however, begin this journey and stop at the basic levels of understanding and interpreting democratic ideals and transforming these ideals into social behaviors. Those involved in the wide range of approaches to teaching and researching about educational leadership should continue to critique the definition and enactment of democracy in order to develop initiatives, action steps and purposeful civic engagement so that all of education’s stakeholders can complete this unfinished journey toward, “justice for all.” Teachers and researchers in all areas of educational leadership must face the challenges to expand instructional practices and include diverse theoretical constructs that support more than the status-quo in educational leadership. Schools as a microcosm of society must have social and political structures that help them maintain and build on existing foundations to create lasting social change. To this end, those in educational leadership on various levels play an integral role in helping to create, critique, and implement educational leadership that embodies the belief that “democracy matters.”

This raises a number of questions for research, practice, and the preparation of educational leaders:

- How do we define civic values and democratic ideals in educational leadership?
- What are the implications for democratic leadership related to the preparation of educational leaders for the 21st century?
- Why should democracy matter in educational leadership?
- What is/should be the role and responsibility of the field of educational leadership/administration in addressing issues of democracy and schooling?
- How do we prepare school leaders to promote academic success for *all* children while simultaneously facilitating the development necessary for citizenship in a participatory democracy?
- How is justice represented in educational leadership/administration?
- In a democratic society, many choices involve whether to support people or groups who advocate certain public policies. In what ways has UCEA met the challenges and dilemmas that may pit our understanding of democratic ideals and values against each other?
- How can UCEA continue the journey toward equity and social justice in ways that will institutionalize the embodiment of democratic ideology in teaching, research and activism?

Submissions are encouraged that respond to the above critical questions. Proposals that engage thinking on the conference theme from a broad and inclusive range of approaches are especially welcome.

III. Session Formats and Proposal Requirements

The 2005 UCEA Convention will include a variety of session formats that facilitate dialogue and strengthen our knowledge base. Proposals must be submitted electronically by May 9, 2005 and include a brief 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. 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.

5. 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.

6. 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 9, 2005**.

Send inquiries to:

UCEA Convention 2005

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