Association of Leadership Educators Annual Conference 2019
July 7-10, 2019
Albuquerque, NM

CALL FOR PROPOSALS

Final Submission Deadline:

Friday, March 8, 2019 at 11:59 p.m. CST

To allow time for full peer reviews of the proposals, this deadline will be fixed.
We do not expect to extend the deadline.

The mission of the *Association of Leadership Educators* is to strengthen and sustain the expertise of professional leadership educators. Membership is open to any individual whose career interest is leadership education. ALE is a growing professional organization with membership throughout the United States and in several international contexts.

We encourage submissions in all context areas of leadership development—higher education, student affairs, community practice, and youth development/education.

*Presentation proposals are being solicited under **FIVE** tracks:*
  (1) **Research Papers -** Share the results of a qualitative and/or quantitative research study or review of scholarship literature related to leadership and educational strategy
  (2) **Innovative Practice Papers -** Provide the opportunity for a shorter, to the point, discussion of a project, program, or practice tool/strategy
  (3) **Workshops -** Provide the opportunity for a longer (90 minutes), more in-depth experience and active participation around an innovative educational practice, teaching and learning tool, or research method.
  (4) **Practice and Research Posters -** Professional quality posters outlining either innovative practice or research relevant to the leadership education field from undergraduates, graduate students, faculty, or administration
  (5) **Roundtable Discussions -** Aspire to facilitate dialogue by field-specific experts about topical area of leadership education

 Note: At least one author must be an ALE member.
 Reviews: A committee of scholars and practitioners will blind-review all qualified entries.
 For general questions regarding this call, please contact ALE 2018 Conference Concurrent Sessions Committee Co-Chairpersons, Jera Niewoehner-Green (niewoehner-green.1@osu.edu) and Brett Whitaker (blwhitaker@fhsu.edu).
 All other questions should be directed to the track contact person(s) listed below.

Preparing your Submission / Formatting

- Proposals should be prepared in MS Word (DOC or DOCX) or Adobe (PDF) format
- **So that proposals can be blind reviewed, author-identifying information (name of author, name of institution) is <u>not</u> to appear within the proposal document or in the saved file name.**
- Please save files as: **Type_Keyword_ALE19** (e.g. Roundtable_StudentLead_ALE19.doc or Workshop_LeadingDiscussion_ALE19.pdf)
- Use Times New Roman 12-pt font
- Set all margins at 1"
- Single-space the proposal but double-space between paragraphs, headings and text, tables, etc.
- Tables and figures should be inserted into the manuscript/proposal of the text at or near first mention of the table or figure in the manuscript/proposal
- Center and bold section headings
- Number all pages of the proposal document
- Page limitations are noted in the details for each proposal track. Proposals exceeding the page limitations will not be accepted.
- Use the *Publication Manual of the American Psychological Association* (6th edition) for all references and citations.
- Please note that authors will need to identify a target audience for their proposal at the time of submission.

<u>Online Proposal Submission - Due Friday, March 8, 2019 @ 11:59pm CST</u>
Proposals are to be submitted electronically via the ALE website at:
http://www.leadershipeducators.org/ConferenceCall

Please provide a response to all items in the online submission, including a short abstract and all author contact information. Upon successful submission of the proposal, you will receive a confirmation message.

Notes:
- Proposal authors will be notified of acceptance decisions no later than May 3, 2019
- Authors will receive online confirmation that the submission was received after completing the online submission process via the ALE website
- At least one author must register for and attend the conference
- For more information about ALE, past conferences, and conference details, please visit our website at: **http://leadershipeducators.org**

INNOVATIVE PRACTICE PAPERS

Innovative Practice Paper CFP:

Innovative Practice Paper Sessions: Innovative practice paper sessions provide the opportunity for a shorter, to the point, discussion of a project, program, or practice tool/strategy (including case studies). The maximum length for an innovative practice paper is six (6) typed single-spaced pages (not including references), with up to four (4) additional pages of handouts or additional materials to be reviewed with the proposal. Potential practice topics include, but are not limited to, the following:

- Community leadership development
- Youth leadership development/education
- Teaching and learning
- Development, assessment and evaluation of leadership programs
- Global and intercultural capacity-building
- The role of students in leadership education
- Student affairs/academic affairs collaboration in leadership education

Innovative Practice Paper Session submissions should include:

- Abstract
- Introduction (Clear issue statement and learner objectives)
- Review of Related Scholarship (Background to the issue or idea that includes connection to leadership and pedagogical theory/literature/conceptual framework)
- Description of the Practice (Overview of practice)
- Discussion of Outcomes/Results (Experience with practice and results to date, which may include assessment or evaluation data.)
- Reflections of the Practitioner
- Recommendations
- References
- Appendices (Optional)

Preference for acceptance will be for practice papers that demonstrate a project, program or tool that has been be implemented. These sessions will be presented in 1.5 hour sessions (3 per session; 30 minutes for each presentation).

For questions regarding Innovative Practice Paper Sessions, please contact Dr. Shannon Cleverley-Thompson at scleverley-thompson@sjfc.edu

<u>**Innovative Practice Paper Session Template:**</u>

Innovative Practice Paper Title: Centered, Boldface, and Title Case

Abstract

An abstract is a brief summary of your paper, allowing reviewers to quickly understand the main points and purpose of your work. Please limit the abstract to 125 words.

Introduction

Although guidelines of the American Psychological Association (APA) indicate an introduction should begin on a new page (APA, 2010), we prefer that you place it on the same page as the abstract. Accordingly, it may be appropriate to use an "Introduction" heading to distinguish this section from the abstract.

In general, the manuscript should adhere to the following guidelines:
- Full narrative no more than six (6) pages; references and appendices may extend beyond.
- 1 inch margin left, right, top and bottom
- No headers or footers
- Font is 12-point Times New Roman
- Paragraphs flush left, with no indenting or tabbing
- Single-spaced text
- Paragraphs separated by a blank line
- Headings centered with blank line above and below
- Inclusion of tables and figures is encouraged
- Do not use footnotes or endnotes; rather, include the material in the body of the text
- Remove all personally identifying information, including author names and institutions ([Author], 2013)
- Follow the *Publication Manual of the American Psychological Association* (6th edition), except as directed
- Please note that authors will be required to identify a target audience of the presentation at the time of submission.

The introduction should define the problem to be examined and explain the parameters or limitations of the situation. It should stimulate interest in the subject and remainder of the manuscript.

Review of Related Scholarship

This section should highlight the connection of the innovative practice to leadership education, pedagogical literature, theory, or a conceptual framework supported by research and/or practical experience.

Description of the Practice

This section is the place to highlight clear details about the practice.

Discussion of Outcomes/Results

While practice sessions may be somewhat speculative in nature, the author(s) should provide sufficient evidence of (expected) outcomes and results. This could include either assessment or evaluation data.

Reflections of the Practitioner

This section provides the author(s) space to critically reflect on the outcomes/results and their own role in the practice, as well as offer additional insights or implications relevant to other practitioners.

Recommendations

What are the opportunities to extend the discussion and or explore future application? The lessons learned should also connect results back to the practice topic and review of scholarship or a conceptual framework.

References

The reference list that follows is a mock list. According to APA style, the reference list should include entries for all in-text citations. Material that was not mentioned in the narrative should be omitted from the reference list. Please include DOI information for all article references for which this information exists.

Andenoro, A. C., Allen, S. J., Haber-Curran, P., Jenkins, D. M., Sowcik, M., Dugan, J. P., & Osteen, L. (2013). *National leadership education research agenda 2013-2018: Providing strategic direction for the field of leadership education*. Retrieved from Association of Leadership Educators website: http://leadershipeducators.org/ResearchAgenda

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Council for the Advancement of Standards in Higher Education (2009). Student leadership programs. In *CAS professional standards for higher education* (7th ed.). Washington, DC: Author.

Kupers, W., & Weibler, J. (2008). Inter-leadership: Why and how should we think of leadership and followership integrally? *Leadership, 4*, 433-475. doi:10.1177/174271500809510

Riggio, R. E., Ciulla, J. B., & Sorenson, G. J. (2003). Leadership education at the undergraduate level: A liberal arts approach to leadership development. In S. E. Murphy & R. E. Riggio (Eds.), *The future of leadership development* (pp.223-236). Mahwah, NJ: Lawrence Erlbaum Associates.

Ritch, S. W., & Mengel, T. (2009). Guiding questions: Guidelines for leadership education programs. *Journal of Leadership Education*, *8*(1), 216-227.

Innovative Practice Paper Scoring Rubric:

2019 ALE Annual Conference – Innovative Practice Paper Review Rubric

Indicate your evaluation by marking an X **in the appropriate box (SA-strongly agree, A-agree, D-disagree, SD-strongly disagree).** *Please* include comments providing objective remarks and/or suggestions for improvement.

Submission Criteria	SA 4	A 3	D 2	SD 1	Comments
1. The content of the proposal will have practical applications that would be of interest to ALE members.					
2. The proposal adds to the body of knowledge in leadership education and will provoke thought among ALE attendees.					
3. *Introduction:* The issue/idea and learner objectives are clear and concise.					
4. *Related Scholarship:* The author(s) links the proposal to existing literature/discussion in the field of leadership education.					
5. *Description of the Practice/Application:* The author(s) provides a clear description of the steps, process, or activity.					
6. *Discussion of Outcomes/Results*: The author(s) provides sufficient evidence of outcomes and results.					
7. *Reflections of Practitioner:* The author(s) offers critical reflection on the outcomes/results and/or their own role in the practice.					
8. *Recommendations:* The author(s) recommendations are sufficiently justified, linked to the review of literature and are presented adequately and concisely.					
9. The proposal is clearly written, English grammar rules and mechanics are followed, and spelling is accurate.					
10. APA style is utilized; references are properly cited, and appropriate tables/figures (if applicable) are located within the manuscript.					
11. Handouts or sample materials appear to be relevant and useful.					

Overall Recommendation	Reviewer Rating	Comments
Accept for Presentation		
Accept with Minor Revisions		
Not Acceptable for Presentation		

RESEARCH PAPERS

Research Papers CFP:

Research Papers: Manuscripts should be based on original research within the discipline of leadership education, appeal to the broad audience of ALE membership, and share the results of a qualitative and/or quantitative research study or review scholarship literature related to leadership and educational strategy. All submissions should be a maximum of 12 pages single-spaced, not including references. Additionally, authors should double-space between paragraphs, headings and text, tables, etc. Potential research topics include (but are not limited to) the following:

- Teaching and learning
- Curriculum and pedagogical development
- Development, assessment and evaluation of leadership programs
- The psychological and/or sociological development of leaders, learners, and followers
- The influences of social identity
- Societal impacts and/or community development
- Global and intercultural capacity-building
- Youth leadership development/education
- The role of students in leadership education
- Student affairs/academic affairs collaboration in leadership education
- Service-learning

Each manuscript should comply with APA, 6th ed. Standards. Suggested headings/sections include:

- Abstract
- Introduction
- Literature Review
- Theoretical/Conceptual Framework
- Methods
- Results
- Discussion/Recommendations/Conclusion
- References

For questions regarding Research Papers, please contact Michelle D. Steele at mdsteele@lipscomb.edu.

Research Papers Template:

Research Papers: Centered, Boldface, and Title Case Abstract

An abstract is a brief summary of your paper, allowing reviewers to quickly understand the main points and purpose of your work. Please limit the abstract to 125 words.

Introduction

Although guidelines of the American Psychological Association (APA) indicate an introduction should begin on a new page (APA, 2010), we prefer that you place it on the same page as the abstract. Accordingly, it may be appropriate to use an "Introduction" heading to distinguish this section from the abstract.

In general, the manuscript should adhere to the following guidelines:
- Full narrative no more than 12 pages. References and appendices may extend beyond
- 1-inch margin left, right, top and bottom
- No headers or footers
- Font is 12-point Times New Roman
- Paragraphs flush left, with no indenting or tabbing
- Single-spaced text
- Paragraphs separated by a blank line
- Headings centered with blank line above and below
- Inclusion of tables and figures is encouraged
- Do not use footnotes or endnotes; rather, include the material in the body of the text
- Remove all personally identifying information, including author names and institutions ([Author], 2013)
- Follow the *Publication Manual of the American Psychological Association* (6th edition), except as directed

Literature Review

The literature review should review relevant scholarship related to the research paper proposal explicitly listing research questions, hypotheses, or goals.

Theoretical/Conceptual Framework

This section should include theoretical and/or conceptual framework(s) used for the research study. This framework should provide a context for interpretation of research findings.

Methods

This section should briefly describe the methods incorporated within your research. We suggest considering specific sections that focus on samples, procedures, instruments, and/or data analytic techniques.

Please follow APA 6th edition guidelines related to the use of tables and figures within your research paper proposal. This could include either empirical or assessment data.

Discussion/Recommendations/Conclusion

In addition to a discussion of results, we suggest including sections that discuss implications,

limitations, and future directions in practice and/or research that may stem from your research paper.

References

The reference list that follows is a mock list. According to APA style, the reference list should include entries for all in-text citations. Material that was not mentioned in the narrative should be omitted from the reference list. Please include DOI information for all article references for which this information exists.

Andenoro, A. C., Allen, S. J., Haber-Curran, P., Jenkins, D. M., Sowcik, M., Dugan, J. P., & Osteen, L. (2013). *National leadership education research agenda 2013-2018: Providing strategic direction for the field of leadership education*. Retrieved from Association of Leadership Educators website: http://leadershipeducators.org/ResearchAgenda

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Council for the Advancement of Standards in Higher Education (2009). Student leadership programs. In *CAS professional standards for higher education* (7th ed.). Washington, DC: Author.

Kupers, W., & Weibler, J. (2008). Inter-leadership: Why and how should we think of leadership and followership integrally? *Leadership, 4*, 433-475. doi:10.1177/174271500809510

Riggio, R. E., Ciulla, J. B., & Sorenson, G. J. (2003). Leadership education at the undergraduate level: A liberal arts approach to leadership development. In S. E. Murphy & R. E. Riggio (Eds.), *The future of leadership development* (pp.223-236). Mahwah, NJ: Lawrence Erlbaum Associates.

Ritch, S. W., & Mengel, T. (2009). Guiding questions: Guidelines for leadership education programs. *Journal of Leadership Education*, *8*(1), 216-22

Research Paper Scoring Rubric:

2019 ALE Annual Conference – Research Paper Review Rubric

Indicate your evaluation by marking an X **in the appropriate box (SA-strongly agree, A-agree, D-disagree, SD-strongly disagree).** *Please* include comments providing objective remarks and/or suggestions for improvement.

Submission Criteria	SA 4	A 3	D 2	SD 1	Comments
1. *Introduction:* The need for conducting the study is established.					
2. *Introduction:* The purpose of the study is clearly presented and appropriate questions, objectives, or hypotheses are provided.					
3. *Literature Review and Theoretical/Conceptual Framework:* Appropriate theory and supporting research is referenced in framing the study.					
4. *Methods:* Selection and description of population/sample/participants is complete.					
5. *Methods:* Data collection and analysis procedures are appropriate for this study.					
6. *Methods:* Rigor and/or trustworthiness of the study is explained with sufficient detail to support the study.					
7. *Results:* Appropriate data or supporting evidence is presented logically and clearly.					
8. *Discussion:* Data are interpreted correctly and conclusions are appropriately linked back to theory and previous research.					
9. *Discussion:* Recommendations for future research and/or practice are provided.					
10. The proposal is clearly written, English grammar rules and mechanics are followed and spelling is accurate.					
11. APA style is utilized; references are properly cited, and appropriate tables/figures (if applicable) are located within the manuscript.					
12. The manuscript adds to the body of knowledge in leadership education and will provoke thought among ALE attendees.					

Overall Recommendation	Reviewer Rating	Comments
Accept for Presentation		
Accept with Minor Revisions		
Not Acceptable for Presentation		

WORKSHOPS

Workshops CFP:
*New this year: Inclusion of research methods as workshop topic. Please see below for specific proposal requirement for each: Educator Workshop and Methods Workshop

Workshops: Workshops provide the opportunity for a longer, more in-depth experience and active participation around innovative practices, programs, projects or research methods. A workshop can be developed around the following: (1) an innovative educational or leadership development practice (co-curricular or curricular), (2) a teaching and learning tool used in leadership courses or programs, or (3) a research method associated with leadership studies pertinent to leadership education. It is preferred that this is a strategy or method that has been used in practice (not an idea or concept), and provides a value as a professional development to the participants and as a best-practice strategy/method participants could implement into their own programs, classrooms, contexts, or research. Proposals may be up to eight (8) pages single-spaced (not including references), and up to four (4) additional pages of handouts/reference material to be reviewed with the proposal.

Please note that Workshops are intended to be interactive in nature, where participants have the opportunity to learn about the strategy or method and participate in an activity or discussion throughout the session; therefore, additional weight of consideration will be given to evaluation item *4: Lesson Plan Description and Logistics* (see evaluation rubric below).

Educator Workshop proposals should include:

- Abstract
- Introduction (Clear issue statement and learner objectives)
- Review of Related Scholarship (Brief background to the issue or idea; including connection to leadership and pedagogical theory/literature)
- Lesson Plan Description (A clear plan of detailing the steps of activity. How will you demonstrate or model this activity for conference participants?)
- Discussion of Outcomes/Results (Experience with the practice and results to date. This could include either empirical or assessment data.)
- Workshop Implications (What are the foreseeable benefits to participants and potential for application?)
- References
- Appendices (Handouts or Additional Materials-up to four pages of handouts/reference material to be reviewed with the proposal)

Research Methods Workshop proposals should include:
- Abstract
- Introduction (Clear issue statement as to the importance of using this method in leadership studies research related to leadership education and learner objectives)
- Review of Related Scholarship (Brief background to the method, including connection to how it's used in leadership studies research and its relevance to research in leadership education)
- Lesson Plan Description (A clear plan detailing the steps of activity. How will you demonstrate or model the use of this method for conference participants?)

- Discussion of Outcomes/Results from Using the Method (Experience with using the method and results from a study or multiple studies utilizing this method.)
- Workshop Implications (What are the foreseeable benefits to participants utilizing this method in research related to leadership education?)
- References
- Appendices (Handouts or Additional Materials-up to four (4) pages of handouts/reference material to be reviewed with the proposal)

For questions regarding Workshops, please contact Megan Kidd at megan.kidd1@uky.edu.

<u>**Workshops Proposal Template:**</u>

<div align="center">

Workshop Proposal: Centered, Boldface, and Title Case

</div>

<div align="center">

Abstract

</div>

An abstract is a brief summary of your paper, allowing reviewers to quickly understand the main points and purpose of your work. Please limit the abstract to 125 words.

<div align="center">

Introduction

</div>

Although guidelines of the American Psychological Association (APA) indicate an introduction should begin on a new page (APA, 2010), we prefer that you place it on the same page as the abstract. Accordingly, it may be appropriate to use an "Introduction" heading to distinguish this section from the abstract. Please include DOI information for all article references for which this information exists.

In general, the manuscript should adhere to the following guidelines:
- Full narrative no more than eight (8) pages. References and Appendices may extend beyond.
- 1 inch margin left, right, top and bottom
- No headers or footers
- Font is 12-point Times New Roman
- Paragraphs flush left, with no indenting or tabbing
- Single-spaced text
- Paragraphs separated by a blank line
- Headings centered with blank line above and below
- Inclusion of tables and figures is encouraged
- Do not use footnotes or endnotes; rather, include the material in the body of the text
- Remove all personally identifying information, including author names and institutions ([Author], 2016)
- Follow the *Publication Manual of the American Psychological Association* (6th edition), except as directed

<div align="center">

Review of Related Scholarship

</div>

This section should briefly highlight the connection to leadership and/or pedagogical literature/theory or background of the method and its relevance to research in leadership education.

Lesson Plan Description

For workshops focusing on pedagogy or teaching practices, this section is the place to highlight clear details of the activity. This may include specific steps of the practice, a plan for the presentation and/or an outline of discussion questions.

For research methods focused workshops, this section may include specific steps to using the method, activities involving interacting with data and associated analysis outputs (statistical outputs, thematic coding schemes, etc.), and an outline of discussion questions. This section should outline how the author(s) plans to demonstrate or model the method in a way that engages the participants.

Discussion of Outcomes/Results

This section should outline the author(s) experience with the practice or method and lessons learned to date. Discussion of results for pedagogy or teaching practices may include either empirical or assessment process and data. For methods, discussion can include sharing an authored research article and/or artifacts from a research study (coded transcripts, screen shots from multiple statistical outputs, pictures documenting a process of integrating qualitative and quantitative data, etc.).

Workshop Implications

This section should outline what the author(s) anticipate are the personal and/or professional applications of the concepts/practice/method. Author(s) should describe the outlets for utilizing the concepts/practice/method..

Appendices

Include handouts and supplemental materials here (up to four pages of handouts/reference material to be reviewed with the proposal).

References

The reference list that follows is a mock list. According to APA style, the reference list should include entries for all in-text citations. Material that was not mentioned in the narrative should be omitted from the reference list. Please include DOI information for all article references for which this information exists.

Andenoro, A. C., Allen, S. J., Haber-Curran, P., Jenkins, D. M., Sowcik, M., Dugan, J. P., & Osteen, L. (2013). *National leadership education research agenda 2013-2018: Providing strategic direction for the field of leadership education*. Retrieved from Association of Leadership Educators website: http://leadershipeducators.org/ResearchAgenda

American Psychological Association. (2010). *Publication manual of the American Psychological*

Association (6th ed.). Washington, DC: Author.

Council for the Advancement of Standards in Higher Education (2015). Student leadership programs. In *CAS professional standards for higher education* (9th ed.). Washington, DC: Author.

Kupers, W., & Weibler, J. (2008). Inter-leadership: Why and how should we think of leadership and followership integrally? *Leadership, 4*, 433-475. doi:10.1177/174271500809510

Riggio, R. E., Ciulla, J. B., & Sorenson, G. J. (2003). Leadership education at the undergraduate level: A liberal arts approach to leadership development. In S. E. Murphy & R. E. Riggio (Eds.), *The future of leadership development* (pp.223-236). Mahwah, NJ: Lawrence Erlbaum Associates.

Ritch, S. W., & Mengel, T. (2009). Guiding questions: Guidelines for leadership education programs. *Journal of Leadership Education*, *8*(1), 216-227.

Workshops Scoring Rubric:

2019 ALE Annual Conference – Workshops Review Rubric

Indicate your evaluation by marking an X **in the appropriate box (SA-strongly agree, A-agree, D-disagree, SD-strongly disagree).**

Please include comments providing objective remarks and/or suggestions for improvement.

Submission Criteria	SA 4	A 3	D 2	SD 1	Comments
1. The workshop proposal adds to the body of knowledge in leadership education practice or research and will provoke thought among ALE attendees.					
2. *Introduction:* The relevance of the practice/research method and learner objectives are clear and concise.					
3. *Related Scholarship:* The author(s) links the proposal to existing literature/research in the field of leadership, education or other related pedagogy/research.					
4. *Lesson Plan Description:* The author(s) provide a clear description of the steps, process, activity or method. The author(s) describe a plan for presentation that engages participants in the practice/method.					
5. *Discussion of Outcomes/Results:* The author(s) experiences, evaluation, and lessons learned are clearly described.					
6. *Workshop Implications*: The author(s) provides sufficient evidence of application outlets for the practice/method.					
7. The proposal is clearly written, English grammar rules and mechanics are followed, and spelling is accurate.					
8. APA style is utilized; references are properly cited, and appropriate tables/figures (if applicable) are located within the manuscript.					
9. Handouts or sample materials appear to be relevant and useful.					

Overall Recommendation	Reviewer Rating	Comments
Accept for Presentation		
Accept with Minor Revisions		
Not Acceptable for Presentation		

**Due to the nature of the workshop format; additional weight of consideration should be given to evaluation item 4: Lesson Plan Description and Logistics*.

POSTERS
(Practice & Research)

Practice & Research Poster Sessions CFP:

Practice & Research Poster Sessions aspire to professional quality posters outlining either practice or research relevant to the leadership education field from undergraduates, graduate students, faculty, or administrators. Accordingly, **Practice Posters** should introduce, share, or describe interesting practice or programs in the field of leadership education. **Research Posters** should introduce speculative, late-breaking results in an emerging or existing leadership research project. Proposals may be up to four (4) pages single-spaced (excluding references).

Suggested poster proposal headings include:

- Abstract
- Introduction
- Background (including connection to leadership or pedagogical literature/theory)
- Description of program, research, or methodology
- Current results
- Conclusions/Recommendations
- References

A Note about Poster Session Judging

The Poster Session will provide authors and participants the ability to network with other like-minded leadership educators/researchers and engage in discussions about their work in an informal setting. When a poster is accepted, participants will be able to request a Poster Mentor (PM). The PM will be an ALE member that is an expert in the field. The PM will attend the poster session and collaboratively engage the author(s) regarding the content of the poster to advance the program or research to a new level.

Posters will be judged in three categories (#2 and #3 are done on-site at the conference):

1. Overall Poster Proposal Quality
2. Professional Presentation of Content
3. Communication with Presenter

For questions regarding Practice & Research Posters, please contact Carol Clyde Gallagher at cclyde@cottey.edu.

Practice & Research Poster Proposal Template:

Practice & Research Posters: Centered, Boldface, and Title Case

Abstract

An abstract is a brief summary of your paper, allowing reviewers to quickly understand the main points and purpose of your work. Please limit the abstract to 125 words.

Introduction

Although guidelines of the American Psychological Association (APA) indicate an introduction should begin on a new page (APA, 2010), we prefer that you place it on the same page as the abstract. Accordingly, it may be appropriate to use an "Introduction" heading to distinguish this section from the abstract.

In general, the manuscript should adhere to the following guidelines:
- Full narrative no more than four (4) pages. References and appendices may extend beyond.
- 1 inch margin left, right, top and bottom.
- No headers or footers.
- Font is 12-point Times New Roman.
- Paragraphs flush left, with no indenting or tabbing.
- Single-spaced text.
- Paragraphs separated by a blank line.
- Headings centered with blank line above and below.
- Inclusion of tables and figures is encouraged.
- Do not use footnotes or endnotes. Include the material in the body of the text.
- Remove all identifying information such as author names and institutions ([Author], 2013).
- Follow the *Publication Manual of the American Psychological Association* (6th edition), except as directed.

Background

The background should review relevant scholarship related to the research/practice reviewed within your paper, include frameworks utilized, and list research questions or program goals.

Description of Program/Methodology

This section should briefly describe the practice or methods incorporated within your research/practice. We suggest considering specific sections that focus on audience/samples, guidelines/procedures, and/or assessment or data analytic techniques.

Current Results

Please follow APA 6th edition guidelines related to the use of tables and figures. This could include either empirical or assessment data.

Conclusions/Recommendations

In addition to a discussion of results, we suggest including sections that discuss implications, limitations, and future directions in practice and/or research.

References

The reference list that follows is a mock list. According to APA style, the reference list should include entries for all in-text citations. Material that was not mentioned in the narrative should be omitted from the reference list. Please include DOI information for all article references for which this information exists.

Andenoro, A. C., Allen, S. J., Haber-Curran, P., Jenkins, D. M., Sowcik, M., Dugan, J. P., & Osteen, L. (2013). *National leadership education research agenda 2013-2018: Providing strategic direction for the field of leadership education*. Retrieved from Association of Leadership Educators website: http://leadershipeducators.org/ResearchAgenda

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Council for the Advancement of Standards in Higher Education (2009). Student leadership programs. In *CAS professional standards for higher education* (7th ed.). Washington, DC: Author.

Kupers, W., & Weibler, J. (2008). Inter-leadership: Why and how should we think of leadership and followership integrally? *Leadership, 4*, 433-475. doi:10.1177/174271500809510

Riggio, R. E., Ciulla, J. B., & Sorenson, G. J. (2003). Leadership education at the undergraduate level: A liberal arts approach to leadership development. In S. E. Murphy & R. E. Riggio (Eds.), *The future of leadership development* (pp.223-236). Mahwah, NJ: Lawrence Erlbaum Associates.

Ritch, S. W., & Mengel, T. (2009). Guiding questions: Guidelines for leadership education programs. *Journal of Leadership Education*, *8*(1), 216-227.

Poster Scoring Rubric:

2019 ALE Annual Conference – Poster Review Rubric

Indicate your evaluation by marking an X **in the appropriate box (SA-strongly agree, A-agree, D-disagree, SD-strongly disagree).** *Please* include comments providing objective remarks and/or suggestions for improvement.

Submission Criteria	SA 5	A 3	D 1	SD 0	Comments
1. The idea/concept behind the Poster Proposal is original.					
2. The poster proposal adds to the body of knowledge in leadership education and will provoke thought among ALE attendees.					
3. The Poster Proposal addresses important Practice or Research issue(s).					
4. *Introduction:* The issue/idea and learner objectives are clear and concise.					
5. *Background:* Appropriate connections to leadership and/or pedagogical literature/theory are made.					
6. *Description:* The program, research and/or methodology are described in detail.					
7. *Current results:* Appropriate data or supporting evidence is presented logically and clearly.					
8. *Conclusions / Recommendations:* Conclusions and recommendations are reported and linked back to theory and research.					
9. The proposal is clearly written, English grammar rules and mechanics are followed and spelling is accurate.					
10. APA style is utilized; references are properly cited, and appropriate tables/figures (if applicable) are located within the manuscript.					

Overall Recommendation	Reviewer Rating	Comments
Accept for Poster Session		
Accept with Minor Revisions		
Not Acceptable for Poster Session		

Poster Name_____

Category: __Research Poster   __ Practice Poster

Criteria   **100 Pts Possible**   _____**Pts Earned**

Overall Proposal Quality (Predetermined by Proposal Reviewer)   50 points   _____
- Originality of poster idea
- Proposal was well written
- Relevance to leadership education
- Followed suggested format
- Addressed important **Practice** or **Research** issue

Professional Presentation of Content (On-Site)   25 points   _____
- Balanced visuals and text
- Poster communicates project/idea well
- Clear components: purpose, method, conclusion
- Professional design of poster
- Readability
- Visually appealing
- Creative
- Accurate

Communication with the Presenter (On-Site)   25 points   _____
- Knowledge of project/idea
- At least one author present
- Author(s) communicated poster message well

TOTAL   **100 points**   _____

Comments:

ROUNDTABLE SESSIONS

Roundtable Sessions CFP:

Roundtables offer an opportunity for dialogue or short-form presentations around a topical area of leadership education. This session type will once again be offered in two formats. The two options are as follows:

Option 1: Discussion Roundtable – This option is a traditional, discussion focused Roundtable, designed to allow attendees to discuss and share ideas with each other on a topic of shared interest with the aid of a facilitator. In this type of Roundtable, the facilitator acts as a guide and frames the conversation, with most of the comments and discussion coming from participants.

Option 2: Presentation Roundtable – In this type of Roundtable, the facilitator offers a short (no more than 10 minute), informative presentation on a topic of interest to leadership educators. Facilitators may use handouts, but will not have projection or AV facilities. In this type of Roundtable, the facilitator is the primary person speaking, with questions and discussion following as time allows.

There will be two roundtable sessions available to attend. Each session will last 45 minutes, broken up into three 15 minute thirds. Therefore, presenters should be prepared to facilitate an engaging session with participants during three 15-minute iterations presented back-to-back. Examples of past roundtables include accreditation of leadership programs, leadership in student affairs, experiential leadership learning opportunities, and community and youth development/education.

Roundtable proposals linked to the conference theme are encouraged. Roundtable proposal submissions should include the following section headings and are limited to three (3) pages, not including tables, figures, and references. Submissions should be single spaced with double-spacing between paragraphs. Suggested headings/sections include:

- Abstract
- Introduction (including learner/participant objectives)
- Background (including connection to leadership literature/theory)
- Means for Discussion/Interaction <u>OR</u> Primary objective(s) of presentation
- Foreseeable Implications of session
- References

Please note that when submitting your proposal, you will be asked to indicate a target audience related to the topic. **For questions regarding Roundtable sessions,** please contact Michael Gleason at michael.gleason@washburn.edu.

Roundtable Session Template:

Roundtable Title: Centered, Boldface, and Title Case

Abstract

An abstract is a brief summary of your paper, allowing reviewers to quickly understand the main points and purpose of your work. Please limit the abstract to 125 words.

Introduction

Roundtables allow participants to discuss and share ideas with each other on a topic of shared interest with the aid of a facilitator. Facilitators and field specific experts are asked to facilitate small, informal discussions about a topical area of leadership education. Roundtable Discussion proposal submissions should include the following section headings and are limited to three (3) pages, not including references. Submissions should be single spaced with double-spacing between paragraphs.

In general, the manuscript should adhere to the following guidelines:
- Full narrative no more than three (3) pages; references and appendices may extend beyond.
- 1 inch margin left, right, top and bottom
- No headers or footers
- Font is 12-point Times New Roman
- Paragraphs flush left, with no indenting or tabbing
- Single-spaced text
- Paragraphs separated by a blank line
- Headings centered with blank line above and below
- Inclusion of tables and figures is encouraged
- Do not use footnotes or endnotes; rather, include the material in the body of the text
- Remove all personally identifying information, including author names and institutions ([Author], 2013)
- Follow the *Publication Manual of the American Psychological Association* (6th edition), except as directed

The introduction should define the problem or topic to be examined and explain the parameters or limitations of the situation. It should also stimulate interest in the subject and remainder of the manuscript. Finally, it should include clear and concise learner/participant objectives.

Background

This section should highlight the connection to leadership and/or pedagogical literature/theory.

Means for Discussion/Interaction OR Primary Objectives of Presentation

This section is the place to highlight clear details about how the facilitator(s) will either promote a means for discussion with the participants, or effectively present on their topic. This section should include an overview of the session plan with a focus on time allocation

for the 15 minutes of each iteration. Possible question prompts should be included for discussion oriented proposals. It may be helpful to relate parts of this section back to the learner/participant objectives.

Foreseeable Implications

The facilitator(s) should reflect on the implications or impact the problem or topic will have on the leadership community, as well as offer additional insights or implications relevant to other practitioners. This section should show a clear connection between the topic or problem and the conference theme.

References

The reference list that follows is a mock list. According to APA style, the reference list should include entries for all in-text citation. Material that was not mentioned in the narrative should be omitted from the reference list. Please include DOI information for all article references for which this information exists.

Andenoro, A. C., Allen, S. J., Haber-Curran, P., Jenkins, D. M., Sowcik, M., Dugan, J. P., & Osteen, L. (2013). *National leadership education research agenda 2013-2018: Providing strategic direction for the field of leadership education*. Retrieved from Association of Leadership Educators website: http://leadershipeducators.org/ResearchAgenda

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Council for the Advancement of Standards in Higher Education (2009). Student leadership programs. In *CAS professional standards for higher education* (7th ed.). Washington, DC: Author.

Kupers, W., & Weibler, J. (2008). Inter-leadership: Why and how should we think of leadership and followership integrally? *Leadership, 4*, 433-475. doi:10.1177/174271500809510

Roundtable Sessions Scoring Rubric:

2019 ALE Annual Conference – Roundtable Review Rubric

Indicate your evaluation by marking an X **in the appropriate box (SA-strongly agree, A-agree, D-disagree, SD-strongly disagree).** *Please* include comments providing objective remarks and/or suggestions for improvement.

Submission Criteria	SA 4	A 3	D 2	SD 1	Comments
1. The roundtable proposal adds to the body of knowledge in leadership education and will provoke thought among ALE attendees.					
2. *Introduction:* The learner/participant objectives are clear and relevant to the conference theme.					
3. *Background:* The author links the roundtable proposal to existing literature/discussion in the field of leadership education.					
4. *Means for Discussion OR Primary Objective(s) of Presentation:* The means for discussion/interaction with the participants is sufficiently developed.					
5. *Foreseeable Implications:* The foreseeable implications for discussions are developed and connected to the conference theme.					
7. The proposal is clearly written, English grammar rules and mechanics are followed and spelling is accurate.					
8. APA style is utilized; references are properly cited, and appropriate tables/figures (if applicable) are located within the manuscript.					

Overall Recommendation	Reviewer Rating	Comments
Accept for Presentation		
Accept with Minor Revisions		
Not Acceptable for Presentation		