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 <u>maximum length</u> 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)
- Brief 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)

*Please note that a review of related scholarship is meant to identify connections to established theory and/or practice which will ground and contextualize the proposal. Authors are not necessarily expected to have conducted original research or complete an exhaustive literature review. It is assumed that reviews of scholarship will be concise and will help readers/participants note how this work is informed by and connected to the larger field of practice.

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. Michael Gleason (michael.gleason@wartburg.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, 2019), 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* (7th 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.

Please note that a review of related scholarship is meant to identify connections to established theory and/or practice which will ground and contextualize the proposal. Authors are not

necessarily expected to have conducted original research or complete an exhaustive literature review. It is assumed that reviews of scholarship will be concise and will help readers/participants note how this work is informed by and connected to the larger field of practice.

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. (2019). *Publication manual of the American Psychological Association* (7th 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.