

RESEARCH PAPERS

Research Papers CFP:

1) 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, 7th 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 Carol Clyde Gallagher at cgallagher@cottey.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, 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 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* (7th 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 7th-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>

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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.
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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