

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 OR 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 John Baker at john.baker1@wku.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* (7th 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. (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