



**Association of Leadership Educators  
Annual Conference 2017  
July 9-12, 2017  
Charleston, SC**

## **CALL FOR PROPOSALS**

***Final Submission Deadline:***

**Sunday, March 5, 2017 at 11:59 p.m. EST**

*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, 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 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) **Educator Workshops** - Provide the opportunity for a longer (90 minutes), more in-depth experience and active participation around an innovative educational practice or teaching and learning tool
- (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 2017 Conference Concurrent Sessions Committee Chairperson, Kaley Klaus, at [krklaus@fhsu.edu](mailto:krklaus@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 not to appear within the proposal document or in the saved file name.**
- Please save files as: **Type\_Keyword\_ALE17** (e.g. Roundtable\_StudentLead\_ALE16.doc or Workshop\_LeadingDiscussion\_ALE17.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.

### **Online Proposal Submission - Due Sunday, March 5, 2017 @ 11:59pm EST**

Proposals are to be submitted electronically via the ALE website at:

<http://www.leadershipeducators.org/Submit>

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 1, 2017
- 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:**

**2) 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; including connection to leadership and pedagogical theory/literature)
- Description of the Practice (Overview of practice)
- Discussion of Outcomes/Results (Experience with practice and results to date. This could include either empirical or assessment 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 implemented. These sessions will be presented in 1.5 hour sessions (3 per session; 30 minutes each).

**For questions regarding Innovative Practice Paper Sessions,** please contact Michael Gleason at [michael.gleason@washburn.edu](mailto:michael.gleason@washburn.edu).



## **Innovative Practice Paper Session Template:**

### **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

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 to leadership and/or pedagogical literature/theory.

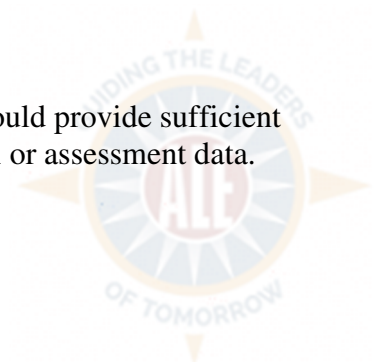
#### **Description of the Practice**

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 empirical or assessment 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 issue and review of scholarship.

### 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* (6<sup>th</sup> ed.). Washington, DC: Author.

Council for the Advancement of Standards in Higher Education (2009). Student leadership programs. In *CAS professional standards for higher education* (7<sup>th</sup> 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:

### 2017 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. <i>Introduction:</i> The issue/idea and learner objectives are clear and concise.					
4. <i>Related Scholarship:</i> The author(s) links the proposal to existing literature/discussion in the field of leadership education.					
5. <i>Description of the Practice/Application:</i> The author(s) provide a clear description of the steps, process, or activity.					
6. <i>Discussion of Outcomes/Results:</i> The author(s) provides sufficient evidence of outcomes and results.					
7. <i>Reflections of Practitioner:</i> The author(s) offer critical reflection on the outcomes/results and/or their own role in the practice.					
8. <i>Recommendations:</i> 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		

