

Disability Summit Proposal Evaluation Rubric

The following submission materials will be evaluated using the rubric outlined below:

- Session abstract
- Session outline (bullet points)
- Commitment to inclusion & belonging
- Learning goals
- Positionality statement (if included)

Category	Highly Acceptable (2 pts)	Acceptable (1 pt)	Unacceptable (0 pts)
Relevance	<ul style="list-style-type: none">• The proposal offers essential, high impact information, addresses current issues, and/or builds on concepts that are important to the target audience• The ideas conveyed through the proposal are important to enhancing equity in higher education• The proposal clearly aligns with the specific summit themes of disability inclusion and belonging	<ul style="list-style-type: none">• The proposal offers some important information, mentions current issues, and/or touches on concepts that are important to the target audience and may contribute to enhancing equity in higher education, but it does not clearly align with the specific summit themes of disability inclusion and belonging	<ul style="list-style-type: none">• The proposal offers little or no essential, high impact information, does not address current issues, and/or does not build on concepts important to the target audience• It is unclear how the ideas conveyed through the proposal are important to enhancing equity in higher education• The proposal does not clearly align with the specific summit themes of disability inclusion and belonging

Innovation	<ul style="list-style-type: none"> • The proposal offers creative, cutting-edge, innovative, or provocative ideas and/or a novel approach to a common issue • After attending this session, participants would have new inspiration, motivation, and/or tools to advance the objectives of the summit 	<ul style="list-style-type: none"> • The proposal may provide participants with new inspiration, motivation, and/or tools to advance the objectives of the summit, but does not offer creative, cutting-edge, innovative, and/or a novel approach to a common issue 	<ul style="list-style-type: none"> • The proposal does not offer creative, cutting-edge, innovative, or provocative ideas and/or a novel approach to a common issue • It is unclear whether participants would have new inspiration, motivation, and/or tools to advance the objectives of the summit
Values	<ul style="list-style-type: none"> • The concepts presented in the proposal are clearly consistent with the summit values of disability inclusion, accessibility, equity, and belonging 	<ul style="list-style-type: none"> • The concepts presented in the proposal are consistent with some, but not all, of the summit values of disability inclusion, accessibility, equity, and belonging 	<ul style="list-style-type: none"> • The proposed concepts discount the importance of one or more of the summit values of disability inclusion, accessibility, equity, and belonging
Representation	<ul style="list-style-type: none"> • The proposed session enhances the variety of perspectives offered at the summit by including content featuring or focused on disability experience and underrepresented groups 	<ul style="list-style-type: none"> • The proposed session includes some content featuring or focused on disability experience and underrepresented groups, but this content is not the primary focus of the session 	<ul style="list-style-type: none"> • The proposed session does not include content featuring or focusing on disability experience and underrepresented groups

Engagement	<ul style="list-style-type: none"> • The proposal provides evidence of an opportunity for participants to learn actively and/or engage with the material through participatory activities, discussion, and/or a question/answer period <ul style="list-style-type: none"> ○ This is informed by the HOW part of your session outline & learning goals, which should include a PLAN for how to support the learning goals effectively, involving participants ACTIVELY and BEYOND a simple Q&A opportunity 	<ul style="list-style-type: none"> • The proposal provides evidence of an opportunity for participants to learn actively and/or engage with the material through participatory activities, discussion, and/or a question/answer period, but is unclear on how these activities connect to learning goals 	<ul style="list-style-type: none"> • The proposal does not provide evidence of an opportunity for participants to learn actively and/or engage with the material through participatory activities, discussion, and/or a question/answer period
Presentation	<ul style="list-style-type: none"> • The proposal is clear, concise, well-organized, and grammatically sound • The authors demonstrate attention 	<ul style="list-style-type: none"> • The proposal provides a basic description of the session 	<ul style="list-style-type: none"> • The proposal is unclear or poorly explained

	and care in the development of this proposal		
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