

2015 Faculty Institute Proposal Evaluation Rubric

Criterion	Excellent (4)	Above Average (3)	Average (2)	Below Average (1)
Alignment with Focus of Faculty Institute	Clearly and consistently describes how civic engagement improves student learning and addresses critical issues; maintains this focus throughout the <u>entire</u> proposal	Clearly describes how civic engagement improves student learning and addresses critical issues; maintains this focus throughout <u>most</u> of the proposal	Adequately describes how civic engagement improves student learning and addresses critical issues	Minimally describes how civic engagement improves student learning and addresses critical issues; Would need considerable revision
Alignment with chosen track	Clearly and consistently focuses on chosen track	Clearly focuses on chosen track	Adequately focuses on chosen track	Minimally focuses on chosen track
Audience Relevance	Content is consistently relevant to intermediate and advanced practitioners	Content is mostly relevant to intermediate and advanced practitioners	Content is adequately relevant to intermediate and advanced practitioners	Content is minimally relevant to intermediate and advanced practitioners
Learning Objectives	Clearly identifies specific, measurable, and realistic learning objectives	Identifies specific, measurable, and realistic objectives	Adequately identifies measurable and realistic objectives	Identifies objectives that are minimally specific, measurable, and/or realistic
Session Description	Clearly and thoroughly articulates how learning objectives will be met; Explains purpose, design, strategies, outcomes, and process	Clearly articulates how learning objects will be met; Explains purpose, design, strategies, outcomes, and process	Adequately articulates how learning objectives will be met; Explains purpose, design, strategies, outcomes, and process	Minimally articulates how learning objectives will be met; May not explain purpose, design, strategies, outcomes, and/or process
Active Learning	Active learning technique(s) comprise 50% of session and aligns with learning objectives; Clearly and thoroughly describes active learning components	Active learning technique(s) comprise 50% of session and aligns with learning objectives; Clearly describes active learning components	Active learning technique(s) comprise 50% of session and aligns with learning objectives; Adequately describes active learning components	Active learning technique(s) comprise 50% or less of session and may align with learning objectives; Minimally describes active learning components
Incorporation of Diverse Perspectives	Incorporates many diverse perspectives; For example: offering opportunities for participants to share, sharing stories or anecdotes representing diverse voices, including co-presenters of different backgrounds, etc.	Incorporates several diverse perspectives	Incorporates some diverse perspectives	Incorporates few diverse perspectives
Pre-session Materials	Materials closely align with and enhance learning objectives	Materials closely align with learning objectives	Materials adequately align with learning objectives	Materials minimally align with learning objectives
Quality of Written Proposal	Proposal is well organized, clear, and logical; Abstract is concise and accurately reflects session description	Proposal is organized, clear, and logical; Abstract accurately reflects session description	Proposal is adequately organized, clear, and logical; Abstract adequately reflects session description	Proposal is minimally organized, clear, and/or logical; Abstract minimally reflects session description