

4B.



ALA 2019 Annual Conference -- Proposal Review Guidelines

CRITERIA	Excellent = 4	Good = 3	Fair = 2	Poor=1
PROPOSAL TITLE: Does the program title clearly describe the program as proposed?	Title is strong, clear, and matches the program proposed. Audience can rely on the title for an accurate idea of the topic.	Title is clear and generally relevant to the program as proposed.	Title is difficult to understand and/or is an inaccurate description of the program as proposed.	Title is unrelated to the proposed program.
PROPOSAL DESCRIPTION: Does the program description clearly, with sufficient detail, outline the proposed presentation?	Description is clear, concise, and easy to understand.	Description is clear and generally easy to understand.	Description is unnecessarily verbose and/or difficult to understand.	It is unclear what is being proposed.
TARGET AUDIENCE/RELEVANCE: Who is the target audience and why would this session be relevant to them?	Target audience is clearly defined & significance of the topic to that audience is clearly described.	Target audience is specified and the relevance of the topic to that audience is loosely described.	Target audience is generally stated, and the relevance of the topic to that audience is not described.	Target audience and relevance are not described, or are described only in vague terms.
TIMELINESS/DEMAND: Is the topic timely, new and/or in-demand?	The topic is an emerging "hot" topic and/or a topic for which there is demonstrated high demand.	While this topic has been explored, it remains an in-demand topic.	This topic has been presented often/recently, and interest may be declining.	This topic has been presented often. There is little demand.
INNOVATION: Does the content offer fresh, innovative ideas, methods, or resources?	The proposal content is original and innovative.	The proposal content is a new take on a familiar topic.	The proposal content is a popular approach on a popular topic.	The proposal content is weak and lacks originality.
LEARNING OUTCOMES (TAKEAWAYS): Are learning outcomes (takeaways) clear, specific, observable, and actionable?	Learning outcomes (takeaways) are clear and specific. There are at least two measurable goals.	Learning outcomes (takeaways) are generally clear and specific. There is at least one learning outcome specified.	Learning outcomes (takeaways) are vague and will be difficult to assess.	Learning outcomes (takeaways) are not specified.
PRESENTATION/ENGAGEMENT STYLE: Is the proposed presentation likely to engage participants actively in discussion, thought, or active learning?	The proposal clearly describes multiple strategies for active engagement of the attendees.	The proposal clearly describes at least one strategy for active engagement.	The proposal suggests active engagement, but the description of the strategy is unclear.	The proposal does not suggest any strategies for active engagement.
Advocacy: Equity, Diversity & Inclusion; Information Policy; Professional and Leadership Development: Does the proposal support one or more of these broad ALA strategic directions and/or ALA Core Values?	The proposal clearly articulates a relationship to one (or more) of these strategic directions or core values, with a learning objective clearly articulated.	The proposal indicates a relationship to one (or more) of these strategic directions or core values, but the learning objective is not clearly articulated.	The proposal suggests a relationship to one (or more) of these strategic directions or core values, but it is not clearly articulated and there is no related learning objective.	The proposal does not suggest any relationship to these strategic directions or core values.
PERSPECTIVES: Does the proposal demonstrate how multiple perspectives will be addressed -- and how diversity of viewpoints will be represented?	The session will integrate multiple perspectives and a cohesive theme will be readily apparent to audience. This rating may include presentation of a viewpoint that is underrepresented.	Interaction between multiple perspectives is indicated and some cohesion is likely; the range of perspectives is broad.	The range of perspectives will be narrow.	The presentation of multiple perspectives, if any, is unclear, and there is no diversity of viewpoints.

- Learning Outcomes (Takeaways):
 - Please review accompanying documentation carefully for additional guidance on Learning Outcomes before creating outcomes for this criterion or assessing this criterion. Learning Outcomes are notoriously difficult and must be **measurable and observable**.
 - Example of a measurable and observable Learning Outcome:
 - “By the end of this program, attendees will be able to state three new ways that libraries are meeting the technology needs of their communities.”
 - Example of a Learning Outcome that is **not** measurable and observable:
 - “Attendees will know about new technologies in libraries.”

- Presentation/Engagement Style:
 - Active engagement in this criterion is not intended to reward only hands-on activities or interactive sessions. Speakers can be actively engaging; this may be difficult to assess from a proposal but may be inferred. A prepared research paper presentation may be rated differently than a presentation speaking about engagement with current issues. This is highly subjective but the proposal should speak to its ability to engage the audience’s attention, whether via dynamic speaker presentation skills or other means.

- Perspectives:
 - Perspectives may include collaborative approaches, single speakers addressing others’ viewpoints alongside or in contrast to the speaker’s, single speakers presenting underrepresented viewpoints, panel presentations, or concerted efforts to include multiple perspectives in a program.