***Interrogating Ways of Knowing & Production as Forms of Healing: The Intersection(s) between la Tierra, Comunidad, y Educación***

**AAHHE Conference 2024**

**Works in Progress Proposal Rubric**

**Works in Progress** are roundtable discussions that showcase informal exchange of ideas between participants (up to three presenters) on current practices and/or research in education—especially in alignment with the conference theme and issues of social justice. Whereas the Innovations in Scholarship and Practice Papers are intended to be finished projects by the time of the conference, these works in progress represent evolving ideas that would benefit from conversations with attendees. Presenters are encouraged to utilize a variety of mediums to present their topic and/or study and open up the floor for conversation. No more than 10 minutes should be allocated for the presentation in order to leave time for discussion. The roundtable participants may ask questions and discuss relevant issues in more detail than what is typical in other types of sessions.

In 750-1000 words, roundtable proposals should describe as many of the following as are applicable, preferably in this order:

* Objectives or purposes of the discussion and their alignment with *Interrogating Ways of Knowing & Production as Forms of Healing: The Intersection(s) between la Tierra, Comunidad, y Educación*.
* Significance of the roundtable.
* Perspectives, knowledge base, and/or theoretical/conceptual frameworks that will guide the discussion.
* Proposed research plan, study methods, or modes of inquiry; if applicable.
* Data sources or evidence, if applicable.
* Analytical/Strategic plan/approach, if applicable.
* Practice, policy, and/or research implications.

*The Works in Progress roundtables will be assessed based on the following criteria as:*

* + **Exceeds Expectations** = Information is very clear and readily comprehensible to 3 or more audiences (e.g., students, faculty, administrators, community members, etc.). Content advances new understandings and/or innovation for Latino/a/x/e communities. Attendees will achieve all stated learning outcomes/objectives. Proposal is in direct alignment with the conference theme.
  + **Meets Expectations** = Information is clear and comprehensible to at least 2 audiences (e.g., students, faculty, etc.). Content aligns with current understandings and practices for working with Latino/a/x/e communities. Attendees will achieve most stated learning outcomes/objectives based on information provided. Proposal is aligned to the conference theme.
  + **Needs Improvement** = Information needs to be clarified and is only understood by 1 audience. Content needs to be explained in greater detail in order to understand connection to higher education. It is unclear if/how attendees will achieve the stated learning outcomes/objectives. Proposal is only loosely aligned or is not in alignment with the conference theme.
  + **Does Not Meet Expectations** = Information is unclear and incomprehensible. Content does not align with higher education. Attendees will not achieve stated learning outcomes/objectives. Proposal does not align with the conference theme.

| **Works in Progress** | **Exceeds**  **Expectations** | **Meets**  **Expectations** | **Needs**  **Improvement** | **Does Not Meet Expectations** |
| --- | --- | --- | --- | --- |
| *Significance of the topic, issue, or problem to the field of education and our communities (contributions to knowledge, practice, policy, and/or theory)* |  |  |  |  |
| *Alignment with the conference theme and strand* |  |  |  |  |
| *Perspectives, knowledge base and/or theoretical/conceptual frameworks that will guide the discussion* |  |  |  |  |
| Implications for practice, policy and/or research |  |  |  |  |
| *Ability to include innovative and engaging dialogue around practices and scholarship* |  |  |  |  |
| *Overall quality of the proposal (e.g., quality of writing, organization of ideas, clarity of*  *assumptions, logic of arguments, etc.)* |  |  |  |  |
| **Recommendation:** | Accept, Consider, Reject | | | |