

BCcampus OER Equity Rubric

The BCcampus OER Equity Rubric is designed to help identify opportunities to adapt and improve the equity of an open educational resource (OER).

This rubric was informed and influenced by OpenStax's *Improving Representation and Diversity in OER Materials* framework and BranchED's *Equity Rubric for OER Evaluation*. For more information, see the "Attributions" section at the end of the document.

How to Use This Rubric

This rubric is organized around five areas of focus: access and usability, student engagement, language, representation, and ways of knowing and sources of authority.

These five areas of focus are broken down further into criteria that can be rated 0, 1, or 2.

- 0: Not observed. The criteria as described is not reflected in the resource.
- 1: Observed in part. Parts of the criteria are reflected in the resource, or all the criteria is reflected but only in select sections.
- 2: Observed throughout. All the criteria is reflected all the way through the resource.

After the criteria are evaluated for an area of focus, there is a space to add comments to explain your assessments and provide suggestions for improvement. This is the most important part, as it gives those who will update this resource the context for your ratings and ideas.

We recommend you take sufficient time to familiarize yourself with the rubric before employing it to evaluate a resource.

Access and Usability

People with disabilities have equal access to learning throughout this resource and are able to engage with content in ways that best fits their needs.

Criteria	Description	Rating
Accessibility	This resource meets the BCcampus OER Accessibility Criteria [PDF] .	
Structure and consistency	This resource is internally consistent in terms of structure, terminology, and framework. The topics are presented in a logical, clear fashion that supports student learning and understanding. Headings and subheadings are descriptive and help identify the main topics.	
Plain language	This resource is clear and easy to understand and read. It uses plain language and concrete examples. This resource avoids long, complicated sentences and figures of speech. All technical terminology and jargon are defined.	
Multiple formats	The resource is available in multiple formats that can be accessed on multiple devices (e.g., computer, phone or tablet, print).	
Customization	Students can customize the display of information, and all content can be accessed and navigated by assistive technology.	

Comments and Suggestions

Student Engagement

Students are welcomed, supported, and given agency throughout this resource.

Item	Description	Rating
Multimodality	Key concepts are conveyed in more than one modality (e.g., text, images, interactive activities, video, audio), and students are given choice in how they access content, such as by having both audio and resource versions of a chapter.	
Student identities	Students are encouraged to draw on their own experiences, prior knowledge, and interests as they go through the content.	
Student input	Student input has informed the creation of this resource, either through the inclusion of student-authored content or the incorporation of feedback from student reviewers.	
Student learning	This resource includes tools and features that support student learning (e.g., learning objectives, summaries, key takeaways, glossary, examples, activities that allow students to practice or apply knowledge).	

Comments and Suggestions

Language

The words used throughout this resource are accurate, respectful, inclusive, and reflect the preferred terminology of the person or group being discussed.

Item	Description	Rating
Terminology	All references to people, groups, populations, categories, conditions, and disabilities use the appropriate terms and do not contain any derogatory, colloquial, inappropriate, or otherwise incorrect language. Where possible, language reflects the preferences of the community or individual being discussed. Offensive language needed for historical context is contextualized and rare.	
Pronouns	Examples include a variety of pronouns, including gender-neutral pronouns. When referring to a non-identified individual, the singular “they” is used rather than “he/she.”	

Comments and Suggestions

Representation

Human diversity is represented throughout this resource in ways that are respectful and do not reinforce stereotypes. Underrepresented people and groups are present throughout the text and not just in specific sections on diversity.

Item	Description	Rating
Images	Photos are reflective of diverse populations. They do not perpetuate stereotypes, and images of people are included even where the context of the images does not relate to their identity.	
Names	People's names used in examples, exercises, and scenarios represent various countries of origin, ethnicities, and genders. They are used respectfully and not to perpetuate stereotypes associated with particular national origins, ethnicities, or genders.	
Examples	Examples address diverse, intersectional contexts without reinforcing stereotypes while still being comprehensible by everyone. Issues relevant to diverse populations are represented.	
Localization	The resource incorporates local contexts and events and provides space for students to bring in their own communities, cultures, and cultural heritages as well as the cultures and cultural heritages of peers.	

Comments and Suggestions

Ways of Knowing and Sources of Authority

This resource highlights and draws on the diversity of knowledge and expertise within and beyond this field of study in a way that is accurate, inclusive, and reflective.

Item	Description	Rating
Indigenous knowledges	The knowledge, perspectives, and experiences of local Indigenous nations and people are included throughout as they relate to the field of study.	
Multiple perspectives	This resource explores the varying ways different groups of people understand and approach topics within this resource, and it discusses issues, events, or concepts that are relevant to underrepresented groups. It does not write from the point of view of the dominant culture.	
Featured figures and researchers	Featured figures and researchers throughout the resource are diverse and come from a variety of backgrounds. Figures from marginalized groups are not only mentioned in specific sections (for example, section on multiculturalism).	
Sources	Diverse authors, researchers, and organizations are cited throughout the resource. In addition, for topics related to particular communities, people who are a part of that community are cited.	
Critical	This resource addresses how colonialism, racism, homophobia, sexism, ableism, and other systems of oppression have informed and continue to inform this field of study.	
Accuracy	Content covered is accurate and references up-to-date research, theories, and practice.	

Comments and Suggestions

Additional Comments and Suggestions

Summarize your review of the book and your recommendations for improvement. Some questions you may consider addressing:

- Which topics and learning outcomes could be added/removed to better reflect inclusivity?
- Where should explanations of equity and diversity concepts, social justice issues, privilege, gaps and divides, and other explorations be added to the material and discussion?
- In cases where accepted discipline practice, terminology, and norms are not in line with commitments to equity, diversity, and inclusion, how should those issues be addressed?

Attributions

OER Equity Rubric by BCcampus is licensed under a [CC BY-NC-SA 4.0 licence](#). This rubric is a remix of content from multiple sources. Content has been edited, reformatted, and combined to create something that works for a BCcampus context and adapting open textbooks. This remixed rubric includes content and inspiration from the following sources:

- BCcampus open textbook review questions by BCcampus, which are licensed under a [CC BY 4.0 licence](#).
- [Improving Diversity, Equity, and Inclusion in Course Materials \(Jan. 2022 version\) \[PDF\]](#) by OpenStax, which is licensed under a [CC BY 4.0 licence](#).
- [BranchED Equity Rubric for OER Evaluation \[PDF\]](#) by R. Z. Grunzke, T. Jiles, S. Mayo, K. Grotewold, and P. Ianniello (Branch Alliance for Educator Diversity), which is licensed under a [CC BY-NC-SA 4.0 licence](#).
- [Framework for Reviewing Inclusion, Diversity, Equity, and Accessibility in Open Educational Resources](#) by University of Southern Queensland, which is licensed under a [CC BY-NC-SA 4.0 licence](#). It was also adapted from *Improving Diversity, Equity, and Inclusion in Course Materials* by OpenStax.