



OER Grant Evaluation Rubric

Rubric – Adaptation and Creation Projects

Evaluation Category: Impact (40%)

Criteria Description	Unsatisfactory (0)	Needs Improvement (1)	Good (2)	Excellent (3)
Potential impact and benefit to students	The project's potential impact and benefit to students is unclear or not described	Only benefit identified is that of financial savings for students	Cost savings to students identified and articulates one or more benefits to students	Meets criteria for good and project objectives directly impact EDII work
Evidence of need	Evidence of need is unclear or not described	Highlights need <i>or</i> provides evidence of search conducted, but not both	Evidence of search conducted, highlights similar OER and identifies a need or gap in subject matter	Meets criteria for good and need focuses on equity-deserving groups

Evaluation Category: Feasibility (40%)

Criteria Description	Unsatisfactory (0)	Needs Improvement (1)	Good (2)	Excellent (3)
Appropriateness of project scope	The scope is not feasible or not described in the project plan	Some questions remain about the scope's feasibility; project would be feasible with small changes	Project's scope is clear and feasible	Project is feasible and proper expertise to achieve project goals is accounted for
Appropriateness of budget	The itemized budget is out of scope, unclear, or not provided	Some questions remain about the budget's appropriateness. Budget would benefit from small changes	Clearly explains all itemized expenses and aligned with inclusion criteria	N/A
Appropriateness of timeline and projected milestones	Timeline is not provided <i>or</i> is inappropriate/unachievable	Some questions remain about the timeline's feasibility or anticipated milestones	Timeline and milestones are appropriate to progress and completion of the project	Meets criteria for good and accounts for unforeseen challenges



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Evaluation Category: Open Values (20%)

Criteria Description	Unsatisfactory (0)	Needs Improvement (1)	Good (2)	Excellent (3)
Commitment to Open	The application rejects the principles of Open	Commitment to or understanding of Open is unclear	Commitment and understanding of Open is clear	Demonstrates understanding and commitment to Open with an articulation of how Open serves project objectives
Demonstrated interest in sharing project and outcomes	Application does not include plans to share project or its results	Identifies specific internal or external places to share their project and outcomes, but not both	Identifies specific internal and external places to share their project and project outcomes	Meets criteria for good, with a plan for scholarly dissemination articulated

Appendix A – Glossary of Terms

EDII: An acronym to represent equity, diversity, inclusion, and indigeneity efforts at Queen's University. Within an EDII approach, a second “I” is added to equity, diversity, and inclusion efforts to recognize that any measures to support EDI initiatives are best facilitated with the critical work of decolonization and indigenization. The addition recognizes the need for structural and systemic change that unpacks the privileged knowledges of Eurocentrism and unsettles and transforms the legacies of systemic injustices experienced by many subjugated peoples (Bressette, Kaniki, Garcia & Brunette-Debassige, 2021¹). Definitions for equity, diversity, inclusion, indigeneity, decolonization, and indigenization are included elsewhere in this glossary.

¹ Bressette, C., Kaniki, N., Garcia, B., and Brunette-Debassige, C. (2021). *Guidance for Western's Administrators on EDI and Indigenous Initiatives*, April 19, 2021. Memorandum to Sarah Prichard, Provost/Vice President (Academic), Western University.



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Equity: “Is concerned with justice and fairness. Equity is a state of being, a process, and a condition that is rooted in fundamental human rights, and, therefore, is not reliant on individual choice or voluntarism. Whereas equality may lead to an assumption of an even playing field and may shape individual and institutional efforts to treat people the same, equity requires more; it is about understanding and accommodating difference and providing people with what they need to enter and thrive within the academy. Equity requires proactively identifying and combatting discriminatory ideas, attitudes, behaviours, as well as systems, policies, processes, and practices that lead to disadvantage. It is concerned with a legal and ethical commitment to doing what is right and necessary to achieve such a state through proactive measures to identify root causes, and design interventions to remove obstacles to fair opportunities and experiences in all spheres of academic life.” (*Igniting Change*, p. 120).

Diversity: “Is characteristic of human societies that has been used in multiple ways across the post-secondary education sector. It includes the entire range of human, cultural, and societal differences among populations across Canada. Diversity encompasses identity differences, and the representation of students, staff, faculty, administrators, and senior leadership in the academy. Social diversity also includes the protected grounds under the Canadian Charter of Rights and Freedoms, Aboriginal and Treaty rights, and human rights legislation such as race/ethnicity, gender identity and expression, sexual orientation, and disability. Diversity is also used to differentiate types of knowledge production, educational institutions, and units within institutions, such as faculties, schools, departments, programs, and institutes. Diversity also encompasses the nature and content of curricula, research, teaching, service, and engagement.” (*Igniting Change*, p. 119).

Inclusion: “Is a skillset and a condition that must be cultivated and that require resources to advance an equitable and fairer academy. Inclusion entails interconnected actions to dismantle barriers that impede participation, engagement, representation, and empowerment of members of diverse social identities and from various backgrounds in the life of the academy. Inclusion means that we design our educational and cultural spaces from the beginning so that they can be used fully by all peoples and all communities. Inclusion foregrounds the social and institutional relations of power and privilege, drawing necessary attention to who gets a seat and voice at the decision-making tables, and who is empowered by institutional process, policies, systems, and structures.” (*Igniting Change*, p. 121)



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Indigeneity: “The term Indigeneity has emerged to describe the state of being Indigenous or related to Indigenous-ness. As Indigenous Peoples, we recognize our Indigeneity, our Indigenous-ness, our identity. Indigenous-ness for many can relate to your territory, culture, community and traditions.” (Queen’s University Office of Indigenous Initiatives²).

Decolonization: “There are various definitions and ideas of what decolonization can mean for Indigenous peoples, so it is perhaps useful to situate our sense of what decolonization is in the context of Queen’s specifically. It can be seen as a restoration of Indigenous practices, languages and connection to ways of being. It can be giving voice to what happened and is still happening that reinforce colonial power, such as speaking about Missing and Murdered Indigenous Women (MMIW), the child welfare system, prison system and residential schools, and many other events that have happened and continue to happen to this day.

Deconstructing and reflecting on the impacts of colonization help both Indigenous and non-Indigenous people begin to understand where we came from and where we are going. Beyond reflecting is understanding that Indigenous knowledge, culture and traditions are based in wisdom, truth and science.

At Queen’s, decolonization can mean many different things such as building capacity in strategic areas to support Indigenous programming, recognizing and supporting Indigenous scholarship and traditional knowledge, integrating Indigenous knowledge into curricula across academic programs, developing training and guidelines for Indigenous research and work with Indigenous communities, continuing to build the capacity of the Office of Indigenous Initiatives and other meaningful inclusion of Indigenous voices in policy and decision making at senior administration levels, and more. This means continuous engagement and integration of the Truth and Reconciliation Commissions’ Calls to Action, and Queen’s own report entitled *Yakwanastahentéha Aankenjigemi Extending the Rafters: Truth and Reconciliation Commission Task Force Final Report*.” (Queen’s University, Office of Indigenous Initiatives).

Indigenization: “If we think about decolonization as the un-doing or unsettling of colonial power and structures and ways of learning and teaching, then Indigenization can be seen as the re-doing or reaffirming of education to include Indigenous ways of knowing, thinking, feeling and being. It involves elevating the voices of Indigenous peoples, elevating traditional, and cultural knowledge, and intentional inclusion of Indigenous ways of teaching and learning to form and create pedagogical approaches.” (Office of Indigenous Initiatives).

² Queen’s University Office of Indigenous Initiatives. (2021). *Decolonizing and Indigenizing. Office of Indigenous Initiatives.*



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