



OER Grant and Support Program Evaluation Rubrics

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 EDI-D work and/or Indigenization
Evidence of need	Evidence of need is unclear or not described	Highlights need OR 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 aligns with grant's criteria for eligible expenses	N/A
Appropriateness of timeline and projected milestones	Timeline is not provided OR 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 are clear	Demonstrates understanding and commitment to Open with an articulation of how Open serves project objectives
Demonstrated plan to mobilize and share project within and/or beyond Western	Application does not include plans to share project or its results	Identifies channels internal OR external to Western to share their project and outcomes, but not both	Identifies channels internal and external to Western to share their project and project outcomes	Meets criteria for Good, and includes a dissemination plan (for example, presenting at conferences or meetings, posting to the web)

Rubric – Adoption Projects

Evaluation Category: Impact (30%)

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 EDI-D work and/or Indigenization



OER Grant and Support Program Evaluation Rubrics

Evaluation Category: Feasibility (45%)

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 OR 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

Evaluation Category: Open Values (25%)

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 are clear	Demonstrates understanding and commitment to Open with an articulation of how Open serves project objectives
Demonstrated plan to mobilize and exchange project within and/or beyond Western	Application does not include plans to share project or its results	Identifies channels internal OR external to Western to share their project and outcomes, but not both	Identifies channels internal and external to Western to share their project and project outcomes	Meets criteria for Good, and includes a dissemination plan (for example, presenting at conferences or meetings, posting to the web)

Appendix A – Glossary of Terms

Decolonization: A process that is “a necessary and ongoing process of unlearning, uncovering, and transforming legacies of colonialism, as well as utilizing the educational and knowledge systems available to relearn and rebuild the social, cultural, and linguistic foundations that were lost, or eroded through colonialism. Decolonization also requires making space, balancing, generating, and enabling diverse knowledge systems to thrive in the academy as well as in and through educational and knowledge transmitting places for Indigenous Peoples, the formerly colonized or continuing colonized nations, people, and cultural knowledge systems.” (*President’s Anti-Racism Working Group, 2020*).

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*).

EDI-D: An acronym to represent equity, diversity, inclusion, and decolonization efforts at Western University. Within an EDI-D approach, a second “D” 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.’ Decolonization 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, and decolonization 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.

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).

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).

Open: Free of financial/technical barriers to access and carrying legal permissions for re-use.