



University Libraries Open Educational Resources (OER) Faculty Champion Award Rubric

Purpose: This rubric is designed to evaluate and recognize university faculty who demonstrate excellence in the adoption, adaptation, and pedagogical use of Open Educational Resources (OER) in their courses.

Scoring: Each criterion is scored on a 1–4 scale.

1. OER Origin Story

Exemplary

Provides a clear and compelling explanation of what prompted exploration of OER. Describes how they first became aware of OER. And thoughtfully reflects experiences with traditional textbooks and compares them to OER use.

Strong

Explains motivations for exploration of OER use in courses and mentions how they became of OER. Includes some comparisons between their use of traditional textbooks and OER.

Developing

Brief explanation of what prompted exploration of OER use in courses. Provides limited details about initial awareness or motivation for OER adoption. Includes generalized comparisons to traditional textbooks.

Minimal

Mentions OER adoption but provides little explanation of origin or motivation. Minimally addresses how they became aware of OER usage as course materials and no meaningful comparison to traditional textbooks.

2. Scope of OER Use

Exemplary

OERs serve as the primary course materials and are well-integrated within the course. Resources are high-quality (ex. [UC Davis OER evaluation](#)), current, accessible, and clearly aligned with course learning outcomes.

Strong

OER are used for a substantial portion of the course materials and are intentionally integrated. Materials are appropriate and aligned with learning outcomes, with minor gaps or limitations.

Developing

OER used in a limited or supplemental way. Integration into the course is partial, and alignment with learning outcomes may be inconsistent.

Minimal

OER use is minimal, experimental, or loosely connected to the course structure or learning outcomes.

3. Pedagogical Impact and Student Learning

Exemplary

The faculty member clearly demonstrates how OER enhance student learning and engagement. Evidence may include assignment design, learning activities, or assessment data.

Strong

OER use supports effective teaching practices and student learning. Some evidence or reflection on pedagogical impact is provided.

Developing

The connection between OER use and student learning is implied but not clearly demonstrated within course.

Minimal

Little explanation of how OER contribute to teaching effectiveness or student learning.

4. Student Affordability and Impact

Exemplary

OER adoption results in significant cost savings for students and removes financial barriers to access on the first day of class. Clear evidence or estimates are provided.

Strong

OER adoption reduces student costs and improves access, with general cost information included.

Developing

Some cost savings are present, but impact is limited or not clearly articulated.

Minimal

Limited demonstrated impact on student affordability.

5. Advocacy, Leadership, and Sharing

Exemplary

The faculty member actively advocates for OER (e.g., mentoring peers, presenting, publishing, collaborating with librarians, or participating in OER initiatives).

Strong

Some engagement in sharing experiences or supporting OER adoption beyond their own course.

Developing

Limited informal advocacy or awareness-raising.

Minimal

Little evidence of advocacy or leadership related to OER.

Overall Score

Total Score: ____ / 20