

## ASCCC Open Educational Resource Initiative (OERI) Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Framework Gen-AI Crosswalk Instructions

The [ASCCC OERI IDEA Framework](#) is an essential tool for reviewing open educational resources (OER) through an anti-racism lens.

This instructional guide helps faculty ‘crosswalk’ an OER using gen-AI against the IDEA Framework to identify its strengths and weaknesses in diversity, equity, inclusion, and accessibility, while maintaining the discipline expert as the forefront of the process and in complete control of how much (or how little gen-AI is used in the assessment process.

The gen-AI Crosswalk supports faculty in making informed choices when selecting OER and offers an opportunity to invest in two of the 5R’s of OER—Revising and Remixing—where appropriate in a manner that also values faculty time and commitment to substantial review process.

This guide provides concrete prompt templates that faculty can use with gen-AI to complete an IDEA Framework crosswalk in an ethical manner. The prompts were created, vetted, and tested to improve efficiency, provide accurate and consistent output independent of the gen-AI used, avoid bias through “links to include” resources and structured chain of thought, and [reduce environmental impact by creating one-shot prompting to reduce chatbot loop](#). For more information on prompt engineering, see [Appendix C](#).

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## Step 1: Identify the OER you are interested in utilizing

- A. Review the course-specific OER within your discipline on the [ASCCC Open Education Resource Initiative \(OERI\) collection](#).
  - a. If you do not see your course listed within your discipline, or an OER that meets your particular course needs, reach out to the [OERI Discipline Lead](#) in your area or the subject area nearest to your discipline for help in researching OER for your review.

## Step 2: Decide what you want from the IDEA Framework Review

- A. Decide on the scope of your review.
  - a. Where you house your OER, and how much of the OER you plan to use (specific chapters versus the entire text) will determine how important reviewing aspects such as metadata (front matter, glossary, index, alt text) will be in the scope of your review process.
    - i. If you plan to transfer content into an LMS, you plan to remix the content inside the LMS, or are using the content inside the LMS to select specific chapters or content for your students to review, metadata may not be as imperative in your assessment of IDEA.
    - ii. If you plan to send students directly to the OER platform (i.e. LibreText), you will be using entire chapters in their original form, or utilizing OER platform package downloads to transfer into an LMS system, then reviewing metadata will be an important element within your assessment of IDEA to maintain consistent understanding and vetting of all aspects of the OER material.
- B. Review the [ASCCC OERI IDEA Framework](#).
  - a. Decide if your review of the OER should be for restorative requirements only, or include elements for consideration as well.
  - b. You may be especially sensitive to one area within the IDEA Framework that you want to emphasize in your review assessment that you want to investigate further within a discipline review as well as a Gen-AI crosswalk. This may compel you to conduct multiple assessments on each element within IDEA Framework individually in order to more narrowly focus in on each values of inclusion, diversity, equity, and accessibility either within each chapter, or looking at the OER as a whole through the lens of each (or some) of the values in more meticulous ways.
    - i. Use [Appendix A: Gen-AI Prompts For Each Area of the IDEA Framework](#) to create a deep, individualized review of each value in Rubric 1. Use

[Appendix B: Gen AI Prompts for a full IDEA Framework Rubric 1 Assessment Review](#) for a broader analysis of the Rubric 1 Assessment as a whole

### **Step 3: Do an initial “IDEA gen AI Crosswalk” of one chapter**

- A. Select one chapter from the OER you will review as a test.
  - a. It is best to select a chapter that you have familiarized yourself with enough to verify if the information the gen AI will produce is accurate and reflects reliable critiques based on the elements of the IDEA Framework (in both restorative requirements and elements of consideration in the eight core elements of the framework).
- B. Include the Appendix A, Rubric 1 IDEA OER Assessment of Existing Materials Rubric in your prompt, along with the link or downloaded chapter pdf of the OER for review.

**See Appendix B - [Single Chapter Review of IDEA Framework Rubric 1](#) for a Gen-AI prompt you can use!**

### **Step 4: Repeat for the entire OER or continue on for other chapters as needed.**

- A. Depending on your specific needs, identified in Step 1, your gen AI prompt may need to be altered slightly or may vary depending on the output you received during Step 3.
  - a. Since all gen AI are coded differently, and will produce different results given the different users asking questions, they will all have varying results. Experiment with prompt engineering until you are satisfied with the output results for the gen AI that you are using.
  - b. The goal is to create one prompt that clearly describes the full task so the gen AI can complete it without extensive back-and-forth. Provide enough content and a focused lens for the gen AI to work through the task, along with clear constraints that limit extra or unrelated output.

**See “[Appendix A: Gen AI Prompts For Each Area of the IDEA Framework](#)” and “[Appendix B: Gen AI Prompts for a full IDEA Framework Rubric 1 Assessment Review](#)” for more support.**

### **Step 5: Use gen AI for restorative revision planning**

- A. Once you have completed the crosswalk evaluation using the IDEA Framework, the next step is to implement the changes needed to make your use of the OER more equitable.

- B. Applying the changes to the OER will be dependent on the [Creative Commons License](#), as well as how you plan to implement the OER into your course structure, however these changes can be included even on the course level through your individual supplemental instruction.
- C. As the IDEA Framework discusses, the use of metadata sections within textbooks is critical for both students and instructors. Chapter outlines help readers understand what will be covered, and chapter summaries highlight the main takeaways. Making sure the chapter summary as well as the glossary of terms are representative of diverse authors and researchers and focus on issues relevant to underrepresented groups give students motivation and intrinsic connection to the content, which provides more opportunity for comprehension and understanding.

**See the following Appendices for gen-AI prompts you can use!**

- Appendix B
  - [Full OER Review of IDEA Framework Rubric 1 \(Chapter-level patterns\)](#)
- Appendix A
  - [7.7: IDEA-related Terms Missing or Mislabeled](#)
  - [7.7.1: Chapter Summaries Missing IDEA-Related Terms](#)
  - [7.8: Incorporating Diverse Perspectives on Issues, Events, and Concepts That Are Relevant to Underrepresented Groups](#)

# Appendix A: Gen-AI Prompts for Each Area of the IDEA Framework

## 7.1: Illustrations and Photos

Utilizing OER [Link to OER] as well as the ASCCC OERI IDEA Framework, critically evaluate the OER based on the Appendix A, Rubric 1 IDEA OER Assessment of Existing Materials [Link to Framework]. Focusing on 7.1 Illustrations and Photos, analyze the descriptions, alt text, and any available image captions for how people are visually represented. Assess if the images and visuals utilized throughout the OER normalize aspects of diversity and avoid stereotyping, as described in IDEA Framework and flag any that may need revision by presenting the information in a list with three columns: chapter or section, illustration or photo caption, title, or description, and suggested revisions. Utilize the following sources from the additional resources section of the IDEA Framework implementation guide to suggest alternative, appropriate images or visual representation, alt text or image captions.

- **Links to include in prompt:** OER homepage, [ASCCC OERI IDEA Framework](#), Additional Resource Links listed in Illustrations and Photos (7.1).

## 7.2: Example Names

Utilizing OER [Link to OER] as well as the ASCCC OERI IDEA Framework [Link to Framework], critically evaluate the OER based on the Appendix A, Rubric 1 IDEA OER Assessment of Existing Materials. Focusing on 7.2 Example Names, review the text for personal names used in examples, cases, and vignettes. In a narrative summary, describe the pattern of representation (e.g., racial/ethnic cues, gender patterns) and evaluate it using the Appendix A, Rubric 1 “Example Names” section. Suggest specific ways to diversify or rebalance names and example characters.

- **Links to include in prompt:** OER homepage, [ASCCC OERI IDEA Framework](#), Additional Resource Links listed in Example Names (7.2).
- [View a sample of this prompt in action!](#)

## 7.3: Gender-Inclusive Language and Use of Pronouns

Utilizing OER [Link to OER] as well as the ASCCC OERI IDEA Framework [Link to Framework], critically evaluate the OER based on the Appendix A, Rubric 1 IDEA OER Assessment of Existing Materials. Focusing on 7.3 Gender-Inclusive Language and Use of Pronouns, review this text for gendered language and pronoun use. Identify and flag where the language is inclusive of gender (including gender nonconforming pronouns) and where it is binary or stereotypical. Evaluate alignment with the IDEA Framework Appendix A, Rubric 1 area on Gender-Inclusive Language and Use of Pronouns, and propose where inclusive rewrites would

best be incorporated for sentences or scenarios. Present the evaluation as a table with three columns: area, rating, and notes.

- **Links to include in prompt:** OER homepage, [ASCCC OERI IDEA Framework](#), Additional Resource Links listed in Gender-Inclusive Language and Use of Pronouns (7.3)

## 7.4: Diverse Authors, Researchers, and Studies

Utilizing OER [Link to OER] as well as the ASCCC OERI IDEA Framework [Link to Framework], focusing specifically on area 7.4 Diverse Authors, Researchers, and Studies, critically evaluate the OER based on the sources used throughout the OER. Note patterns in author identities (where applicable), study populations within research, and the perspectives of ethnicities, nationalities, religions, and races whose perspectives are treated as authoritative. Provide a narrative assessment as to the types of patterns within diversity or hegemony that are present within the OER.

- **Links to include in prompt:** OER homepage, [ASCCC OERI IDEA Framework](#), Additional Resource Links listed in Diverse Authors, Researchers, and Studies (7.4)
- [View a sample of this prompt in action!](#)

**Alternative/Additional prompt element:** Identify alternative researchers and/or studies that could be utilized to help diversify the sources used throughout the text. Provide primary links to the source material for the research suggested and short descriptions as to how the research could be used to replace what currently exists.

**Alternative/Additional prompt element:** Identify ways in which each chapter within the OER could center historically marginalized scholars and/or communities within the [geographical region] in more intentional ways through the examples or narrative descriptions used.

## 7.5: Applications, Examples, and Problem Scenarios that Relate to Diverse Audiences

Utilizing OER [Link to OER] as well as the ASCCC OERI IDEA Framework [Link to Framework] focusing specifically on area 7.5 Applications, Examples, and Problem Scenarios that Relate to Diverse Audiences, list out all the example situations, cases or case studies and application scenarios that exist. Note who is represented in each scenario and what social context is assumed. Then, evaluate how well these scenarios showcase diverse people, organizations, communities, and geographies, situations, and experiences while being mindful to avoid negative stereotypes. Where applicable, provide recommendations where new or revised scenarios would improve equitable outcomes for the examples/applications and case studies. Present the information in 5 columns: scenario name/description, who is represented, social context assumed, diversity evaluation, and recommendation.

- **Links to include in prompt:** OER homepage, [ASCCC OERI IDEA Framework](#), Additional Resource Links listed in Other Helpful Resources

## 7.6: Appropriate Terminology

Utilizing OER [Link to OER] as well as the ASCCC OERI IDEA Framework [Link to Framework], critically evaluate the OER based on the Appendix A, Rubric 1 IDEA OER Assessment of Existing Materials. Focusing on 7.6 Appropriate Terminology, identify all terms that may be related to race, indigeneity, gender, sexuality, disability, and mental health and flag any that may be outdated, pathologizing, or inconsistent with equity-oriented professional or community language. Utilize the following sources from the additional resources section of the IDEA Framework implementation guide to suggest alternative, appropriate terminology. Note any terms that may need explicit historical contextualization. Present the evaluation as a table with three columns: chapter or section number, flagged language, suggested revisions.

- **Links to include in prompt:** OER homepage, [ASCCC OERI IDEA Framework](#), Additional Resource Links listed in Appropriate Terminology (7.6)
- [View a sample of this prompt in action!](#)

## 7.7: IDEA-related Terms Missing or Mislabeled

I will provide glossary entries, headings, and the subject keywords from OER [Link to OER]. Evaluate these aspects using the ASCCC IDEA Framework [Link to Framework], focusing on 7.7 Keyword, Glossary, and other types of Metadata Representation. First, evaluate where in the OER important IDEA-related terms are missing or mislabeled from the glossary entries or subject keywords. Present the evaluation as a table with three columns: area, rating, and notes. Second, create a new list suggesting specific new glossary entries, cross-references, and heading revisions that would support discoverability and culturally responsive language.

- **Links to include in prompt:** OER homepage, each chapter summary page link, Index link, Glossary link, any other included back matter links from the OER, [ASCCC OERI IDEA Framework](#).

### 7.7.1: Chapter Summaries Missing IDEA-Related Terms

Review the chapter summaries within OER [Link to OER]. Evaluate each of the chapter's key concepts at the beginning of the chapter, and end of chapter summaries individually using the ASCCC IDEA Framework [Link to Framework], focusing on 7.7 Keyword, Glossary, and other types of Metadata Representation. First, evaluate where in each of the chapter summaries important IDEA-related terms are used that connect to the specific elements of that chapter. Present the evaluation as a table with three columns: area, rating, and notes. Second, create a list of chapter summaries where IDEA-related terms are missing or lacking, and create suggested terms that could be added or implemented into the summaries based on the chapter contents that would support a culturally-responsive review of the chapter. Present this



evaluation as a new table with three columns: Chapter number, missing/lacking terms, and suggested additions.

- **Links to include in prompt:** OER homepage, each chapter summary page link, Index link, Glossary link, any other included back matter links from the OER, [ASCCC OERI IDEA Framework](#).

## 7.8: Incorporating Diverse Perspectives on Issues, Events, and Concepts That Are Relevant to Underrepresented Groups

“Using the ASCCC OERI IDEA Framework area 7.8: Incorporating Diverse Perspectives on Issues, Events, and Concepts That are Relevant to Underrepresented Groups[Link to Framework], analyze how OER [Link to OER] presents key issues relevant to the concepts and theoretical frameworks being discussed in the text with relation to marginalized perspectives. Do the authors incorporate the experiences of diverse populations into the issues that may differ from those of the mainstream population? Present the evaluation as a table with three columns: chapter or page where they are missing, suggested changes or additions, and rationale. Then, present a second table presenting where diverse perspectives and key issues were discussed in relation to marginalized perspectives, including chapter section or page number.

- **Links to include in prompt:** OER homepage, [ASCCC OERI IDEA Framework](#).
- [View a sample of this prompt in action!](#)

# Appendix B: Gen AI Prompts for a full IDEA Framework Rubric 1 Assessment Review

## Single Chapter Review of IDEA Framework Rubric 1

Utilizing [Chapter number and name] from OER [Link to OER] as well as the ASCCC OERI IDEA Framework [Link to Framework], first critically evaluate the OER based on the Appendix A, Rubric 1 IDEA OER Assessment of Existing Materials. As Rubric 1 demonstrates, assess each of the following areas based on the scale: “Not Applicable,” “Exclusive,” “Emerging Inclusive,” and “Inclusive,” with concrete and specific notes for each area of the following areas. Then, present the evaluation as a table with three columns: area, rating, and notes.

- Illustrations and Photos of People
- Example Names
- Gender-Inclusive Language and Use of Pronouns
- Diverse Authors, Researchers, and Studies
- Applications, Examples, and Problem Scenarios
- Appropriate Terminology
- Keyword, Glossary and Metadata Representation
- Incorporating Diverse Perspectives

**Links to include in prompt:** OER Chapter, [ASCCC OERI IDEA Framework](#).  
Full OER Review of Rubric 1

## Full OER Review of IDEA Framework Rubric 1 (Chapter-level patterns)

Based on the evaluations of the ASCCC IDEA Framework Appendix A, Rubric 1 [Link to Framework], summarize the chapter-level patterns from OER [Link to OER]. Identify which elements of the IDEA Framework are consistently strong, which are inconsistently applied, and which are mostly unmet. Assess each of the areas within the rubric based on the scale: “Not Applicable,” “Exclusive,” “Emerging Inclusive,” and “Inclusive,” with concrete and specific notes for each area of the following areas. Present the evaluation as a table with three columns: area, rating, and notes. Then, suggest a prioritized list of revisions or supplements to move the OER toward fuller compliance with Rubric 1 in a separate list that presents the information in three columns: chapter or section, revision or supplementation required, rationale.

**Links to include in prompt:** OER homepage, [ASCCC OERI IDEA Framework](#).

# Appendix C: Best-practice habits for prompt engineering when working with gen AI on the IDEA Framework

## Always specify the framework and your role.

Example: “You are assisting a California community college faculty member using the ASCCC OERI IDEA Framework, Appendix A, Rubric 1 to evaluate existing OER...”

## Give the gen AI a *task + lens + constraints* (as explained in [Step 4](#)).

Example:

- Task: summarize, scan, identify, propose revisions.
- Lens: IDEA Rubric 1, specific rows.
- Constraints: One OER; IDEA Framework review based on the implementation guide and assessment tools.

In addition to these three clear directions for task, lens, and constraints, it’s also important to provide gen-AI whatever links and resources you want it to pull from specifically, especially for a targeted task like reviewing an OER against the IDEA Framework so that it is not pulling widely from the internet which may be using the same search terms for various reasons, or may have varying degrees of accurate understanding on terms such as anti-racism, accessibility, equity, etc.. That way it is using the links you have provided to complete the task assigned, which reduces bias.

## Ask it to be explicit about evidence from the text vs. inferred recommendations.

Example: “Clearly separate what you see explicitly in the text from what you infer or recommend.”

This process is known as “chain of thought” or CoT prompt engineering. It helps to reduce bias in what the gen-AI produces because it is requiring the gen-AI to show its work in addition to providing an answer to the question. This process is also known to improve the accuracy and consistency in the results.

## Use iterative, focused follow-up questions as needed.

Example: “First identify issues...Second, propose revisions...Third, turn those into instructor-facing notes or student-facing text.”

## **Always review for discipline accountability.**

Treat gen AI outputs as drafts that need your disciplinary expertise and, when possible, feedback from colleagues or community members whose identities are centered in the changes. Gen-AI should never be utilized as an end-result product for something as complex as the human experience within race, identity, disability and the intersections of those and many more complex human emotions and lived realities.

While the output from the gen-AI crosswalk may be accurate from a logical perspective, we as discipline specialists, readers, reviewers, students, learners, leaders, and educators must lead with the understanding that nuance and human behavior will never be fully grasped by machine learning and will always be our authority.

## **Learn more about prompt engineering**

- [Promptapalooza Playlab](#) - become a more efficient prompter
- [IBM's 2026 Guide to Prompt Engineering](#)
- [Prompt Engineering Guide](#) from [DAIR.Ai](#)