

WESTERN OPEN BOOKS 'IDEA' CHECKLISTS

Use the following checklists to assess the inclusivity, diversity, equity, and accessibility of the content in your open text.

In the Status column of each checklists indicate "Yes", "No", or "NA" (not applicable) against the criteria for this title.

INCLUSIVITY, DIVERSITY, AND EQUITY CHECKLIST

Category	Item	Status (Yes/No/NA)
Illustrations and graphics	A range of diverse subjects and people have been included.	
Illustrations and graphics	The background (literally), context, depicted actions of the subjects, expressions of authority, connotations, and so on, have been considered.	
Example names	Diverse names representing various national origins, ethnicities, genders, etc. have been included.	
Example names	Stereotypes associated with certain names or names that present in a certain way have been avoided.	
Key figures in the field	Diversity in key/historical figures mentioned has been sought.	
Key figures in the field	The isolation of diverse contributors to specific sections, e.g., 'multicultural impacts on psychology', has been avoided.	

Key figures in the field	Current, more diverse researchers/figures have been included where key/historical figures are not diverse.	
Applications, examples, and exercises/problems	Examples that include diverse people, organisations, geographies, and situations have been written and used.	
Applications, examples, and exercises/problems	Real-world practice problems and applications that pertain to situations and contexts inclusive of all populations have been created.	
Applications, examples, and exercises/problems	Negative stereotypes or sensitive subjects in problems and applications have been avoided, unless the subject matter demands it.	
Applications, examples, and exercises/problems	Exercises/problems do not require a specific knowledge or context that may be absent from certain individuals, or produce a negative connotation.	
Appropriate terminology	All references to people, groups, populations, categories, conditions, and disabilities do use the appropriate verbiage and do not contain derogatory, colloquial, inappropriate, or otherwise incorrect language.	
Appropriate terminology	Use of outmoded terminology in historical situations, e.g., court cases, laws, articles, has been clearly defined in quotations or annotated with contextual information.	
Appropriate terminology	Use of current terminology has been attempted (Note: Style guides may be in conflict if terms are controversial or not widely adopted).	

Appropriate terminology	Idioms and colloquialisms have been avoided (particularly if they could lead to misconceptions among those who natively speak other languages or who may not have the educational or cultural context to understand them).	
Keywords/indexed items	Diverse topics and terms are represented in keywords/index.	
Balanced issues and discussions	Issues and situations that pertain to diverse populations have been considered and included (when discussing problems, conditions, or issues, those that affect an array of populations and groups have been included).	
Balanced issues and discussions	Stigmatised victims or those having a specific condition, occupation, experience, or background have been considered.	
Balanced issues and discussions	Specific controversial topics, when necessary to include, have been described in a balanced manner.	
References	Diversity in references has been ensured (this may be easier in some disciplines than others).	
References	Less formal, in-text mentions of specific researchers or studies have been made as diverse as possible.	

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ACCESSIBILITY CHECKLIST

Category	Item	Status (Yes/No/NA)
Organising content	Content is organised under headings and subheadings.	
Organising content	Headings and subheadings are used sequentially (e.g., Heading 1, Heading 2, etc.).	
Images	Images that convey information include alternative text (alt-text) descriptions of the image content or function.	
Images	Graphs, charts, and maps also include contextual or supporting details in the text surrounding the image.	
Images	Images, diagrams, or charts do not rely only on colour to convey important information.	
Images	Purely decorative images contain empty alternative text descriptions. (Descriptive text is unnecessary if the image doesn't convey contextual content information).	
Tables	Tables include column headers and row headers where appropriate.	
Tables	Tables include a title or caption.	
Tables	Tables do not have merged or split cells.	

Tables	Tables have adequate cell padding.	
Weblinks	The web link is meaningful in context and does not use generic text such as “click here” or “read more”.	
Weblinks	If a link will open or download a file (like a PDF or Excel file), a textual reference is included in the link information (e.g., [PDF]).	
Weblinks	Internal web links do not open in a new tab. If a link must open in a new window or tab, a textual reference is included in the link information (e.g., [opens in new tab]).	
Weblinks	For citations and references, the title of the resource is hyperlinked, and the full URL is not hyperlinked.	
Weblinks	Full email addresses are used as link text rather than embedding it in other link text (e.g., accessibility@gmail.com).	
Embedded multimedia	A transcript has been made available for a multimedia resource that includes audio narration or instruction.	
Embedded multimedia	Captions of all speech content and relevant non-speech content are included in the multimedia resource that includes audio synchronised with a video presentation.	
Embedded multimedia	Audio descriptions of contextual visuals (graphs, charts, etc.) are included in the multimedia resource.	
Formulas	Equations written in plain text use proper symbols (e.g., −, ×, ÷) ⁸ .	

Formulas	For complex equations, one of the following is true: • They were written using LaTeX and are rendered with MathJax (Pressbooks). • They were written using Microsoft Word's equation editor. • They are presented as images with alternative text descriptions.	
Formulas	Written equations are properly interpreted by text-to-speech tools ⁹ .	
Font size	Font size is 12 points or higher for body text in Word and PDF documents.	
Font size	Font size is 9 points for footnotes or endnotes in Word and PDF documents.	
Font size	Font size can be zoomed to 200 per cent in webbook or e-book formats without needing to scroll side to side.	

⁸For example, a hyphen (-) may look like a minus sign (–), but it will not be read out correctly by text-to-speech tools.

⁹Written equations should prioritize semantic markup over visual markup so text-to-speech tools will read out an equation in a way that makes sense to auditory learners. This applies to both equations written in LaTeX and equations written in Microsoft Word's equation editor.

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