

A Community Effort to Enhance the Diversity of OpenStax Psychology

OpenStax is dedicated to increasing access to high-quality learning materials. We have been publishing textbooks for about six years, and we are fortunate that, to date, OpenStax has been used at over 60 percent of US degree-granting institutions, saving students a total of \$600 million. During our development processes, we undertake substantial efforts to properly represent genders, races, cultures, geographies, ethnic backgrounds, and diverse viewpoints in our books, but we acknowledge gaps and areas of imbalance. While we have received very few complaints, we believe that we have both a responsibility and opportunity to improve. We would like to convey to all students the far-ranging possibilities in these fields and ensure that all students can see themselves positively in the books.

The goal of this project is to increase the representation and diversity of marginalized people/underrepresented groups in the upcoming revision of OpenStax Psychology. In line with the goals of open educational resources and pedagogy, this project has been designed to allow a large number of people to contribute to this effort and influence what information is considered important enough for inclusion. This project is being managed by Amy Nusbaum (Ph.D. candidate, Washington State University; amy.nusbaum@wsu.edu), with help from Anthony Palmiotto at OpenStax (anthony@openstax.org). Feel free to contact either of us with any questions you have!

A Pressbooks copy of the current OpenStax Psychology text has been created at:

<https://opentext.wsu.edu/ospsychrevisions>. Hypothesis (an annotation tool, learn more at: <https://web.hypothes.is/>) has been enabled on this page – you should see it as a tool bar on the right side of your page that can be expanded by clicking on the arrow at the top of the page. You will need to create an account to contribute, but may use an account name other than your full name if you are more comfortable doing so. Then, annotate away! The goal is for people to show us where information should be included, what information should be changed, or general comments you may have on entire topics. If you need help navigating Hypothesis, that can be found here: <https://web.hypothes.is/help/annotation-basics/>

If you are unable to identify a specific section of the book that your information fits with, or you have more general comments to be made about the process, book, or idea, we have also set up a Qualtrics survey where ideas can be provided: https://wsu.co1.qualtrics.com/jfe/form/SV_0NaYHSw2ZiocGJn. You can do so anonymously or provide your identity – note that if you provide us with contact information, we can follow up on questions we may have.

We have also created a forum on the newly-unveiled Rebus Community page, available at: <https://www.rebus.community/t/call-for-contributors-to-openstax-psychology-book/1323>. We envision this as a space where contributors can bounce ideas off of each other, learn from each other, and be kept apprised of our progress. While it is absolutely not necessary to engage on the forum to be a part of this project, I hope to see some of you over there!

To help guide the process, OpenStax has identified the following “rubric” for people to think about as they consider where there are gaps in our knowledge that we can improve upon. Comments on other items are certainly welcome, as are comments on the rubric itself. Special thanks to Geraldine Cochran (Rutgers University), and Alexandra Zelin (University of Tennessee at Chattanooga) for their support in developing it

Component/ Item	Description and Requirement
Illustrations and Photos	Ensuring they reflect diversity, and that we consider the intersectionality and context of the depiction (e.g. is anything perpetuating a stereotype, are all populations equally “active” in the art program, etc.). Because it is impossible to represent every population in every piece of art, we likely need to consider illustration/artwork diversity on a section/chapter level.

Example names	Ensure that people's names used in examples, exercises, and scenarios representing various countries of origin, ethnicities, genders, and races.
Historical, pioneering, or <i>current</i> researchers/studies in the field.	Ensuring that we recognize key contributors from all backgrounds, and that our real-world examples are also diverse. And if historical figures in a field lack diversity, we must balance their inclusion with more current and diverse contributors.
References/bibliography, and credits to diverse researchers/authors/institutions.	<p>Determine if the papers we reference or the data we utilize have been sourced from diverse authors, researchers, and organizations.</p> <p>Note that a lack of diversity in this area may persist as a result of the available literature and research publications.</p>
Applications and problem scenarios that relate to diverse audiences	<p>Ensuring that diverse contexts are included, and that all examples are comprehensible by everyone. All this <i>while being sure to avoid stereotypes</i>.</p> <p>Similar to art program/illustrations, this will be considered holistically on a chapter/book basis.</p>
Keyword and indexed item representation	While the textbook content is the primary element to consider, the index/keywords do signal priorities and importance; they can show how important a particular topic/issue is. Without creating any superficial or misleading sense of coverage, we will ensure that our indexes and keywords do reflect the diversity of our subject areas and audience.
Presence and balanced perspectives issues on, events, or concepts that are relevant to underrepresented groups. (Are we covering BLM, gender pay gap, etc.?)	Represent issues relevant to diverse populations, and ensure that we are not avoiding or underestimating the impacts on diverse populations. Examples include social problems, health issues, political issues, business practices, economic conditions, and so on.
Diversity of viewpoints on multi-faceted or controversial topics	While we will defer to the academic viewpoint of any key concept, we will allow for alternative points of view, or at least point out that alternate views exist.
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