

OpenStax's mission is to provide equity and access to education for everyone. We deeply value the diverse users of our books, and seek to include and impact each faculty and student user in a positive and considerate manner. During our development processes, OpenStax undertakes substantial efforts to properly represent genders, gender identities, races, cultures, geographies, ethnic backgrounds, disabilities, nationalities, ages, sexual orientations, socio-economic status, and diverse viewpoints in our books. We also seek to avoid any offense, and ensure that every student can see themselves in our books.

To that end, we have created general guidelines for development and improvement. This is an ongoing and continually evolving effort. We will seek input and monitor changes in terminology, sensitivity, policies, and descriptions in our materials. We will also welcome and engage with individuals and groups who share our commitment and/or have specific guidance, feedback, or suggestions.

We would value input on our approach, on specific items or additions we can consider or add to increase diverse representation, and so on. Note that our current approach was developed with significant input from faculty, researchers, academic diversity boards, college/university offices of minority affairs, and advocacy groups.

While the entire conception and approach of a textbook should consider all populations, even a well-informed and well-meaning author or editor can misstate or misconceive diversity/representation issues. For example, even a member of a certain group can use an archaic term to define that group. To focus on the practical, we have worked with experts to identify specific areas of course materials that reflect inclusivity or a lack thereof. We have evaluated our existing textbooks on these elements, and the community has agreed that the resulting changes have been effective and positive.

The below includes first a review framework, and then a set of prose guidelines for development.

Component/ Item	Development Description and Requirement	Review/Editing Process
<p>Illustrations and Photos</p>	<p>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, does the context or setting of the image indicate anything negative, etc.).</p> <p>Note: Because it is impossible to represent every population in every piece of art, consider illustration/artwork diversity on a section/chapter level.</p>	<ol style="list-style-type: none"> 1. Consider the quantity of images and illustrations, and the individuals and populations represented therein. 2. Consider the role, depiction, connotation, and purpose of the people represented and the image itself.
<p>Example names</p>	<p>Ensure that people’s names used in examples, exercises, and scenarios representing various countries of origin, ethnicities, genders, and races.</p> <p>Ensure that names with particular ethnic or origin associations are portrayed properly; avoid negative comparisons or stereotypes associated with particular national origins or ethnicities.</p> <p>Resource: http://www.babynamewizard.com/international-names-lists-popular-names-from-around-the-world</p>	<ol style="list-style-type: none"> 1. Consider the diversity and representation overall on a quantitative and qualitative basis. 2. Consider – and seek other opinions -- whether names indicative of a particular race, ethnicity, or national origin associated with negative concepts.
<p>Historical, pioneering, or <i>current</i> researchers/studies in the field.</p>	<p>Ensuring that we recognize key contributors from all backgrounds, and that our real-world examples are also diverse.</p> <p>When historical figures in a field lack diversity, we must balance their inclusion with more current and diverse contributors.</p>	<ol style="list-style-type: none"> 1. Consider the included figures in the field, and suggest additional contributors or groups. 2. Identify and suggest current researchers – demonstrating diversity – related to historical work.
<p>References/bibliography, and credits to diverse researchers/authors.</p>	<p>Determine if referenced papers or data have been sourced from diverse authors, researchers, and organizations.</p> <p>Note that diversity may not be perceptible by study authors.</p>	<p>Where diversity is perceptible, suggest more diverse references, papers, and data sources.</p> <p>Seek out specific efforts and programs to drive inclusive citation, such as Cite Black Women.</p>

<p>Applications, examples, and problem scenarios that relate to diverse audiences</p>	<p>Ensure 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>	<ol style="list-style-type: none"> 1. Review, and potentially have students review, problems and exercises, considering their context and inclusivity. 2. Review terminology, contexts, and situations presented in problems/applications to ensure that they are comprehensible by all populations.
<p>Appropriate Terminology</p>	<p>Ensure that all references to people, groups, populations, categories, conditions, and disabilities use the appropriate verbiage and do not contain any derogatory, colloquial, inappropriate, or otherwise incorrect language.</p> <p>For historical uses that should remain in place, consider adding context, such as “a widely used term at the time.” Ensure that quotations or paraphrases using outdated terms are attributed, contextualized, and limited.</p> <p>Resource: https://www2.calstate.edu/csuo-system/csuo-branding-standards/editorial-style-guide/Pages/diversity-style-guide.aspx</p>	<ol style="list-style-type: none"> 1. Identify any outmoded or incorrect terminology and suggest the correct replacement or re-framing. 2. For historical references, if needed insert context, attribution, and/or quotations. 3. Since and terminology changes on a regular basis, and acceptability is not universal, do your best to identify and use the best terminology at the time.
<p>Keyword, glossary, and metadata representation</p>	<p>While the content itself is the primary element to consider, the 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, consider the relevance and connection of these elements in relation to inclusivity.</p> <p>(Note that a book index is usually not fully representative of book content; they are often built by software, and search capabilities change their priority and comprehensiveness.)</p>	<ol style="list-style-type: none"> 1. Analyze keyword lists and/or glossaries identify core terms that are not represented or highlighted. 2. Consider alternative phrasings and terminology. 3. Consider adding keywords that specifically highlight issues important to underrepresented groups.
<p>Presence and balanced perspectives on issues events, or concepts that are relevant to underrepresented groups.</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. For each topic/concept, consider the perspective of all populations in relation to controversies, arguments, alternate points, and so on. 2. Suggest additions to expose a varied point of view and widen the context for students.
<p>Diversity of viewpoints on multi-faceted, sensitive, or controversial topics.</p>	<p>Most discipline experts will defer to the academic viewpoint of any key concept, but they should consider alternative points of view.</p> <p>If a topic is inherently divisive or sensitive, indicate to editors that it should be specifically reviewed for balance/potential offense.</p>	<p>Same as above.</p>

Development Guidelines

Students and faculty users will represent a wide array of populations, socio-economic classes, geographies, types of college, ages, socio-political affiliations, and educational and cultural background and exposure. Whether or not these users represent formally protected classes, it is our responsibility to consider and include them in our educational material. We have identified the following areas and elements where diversity, equity, and inclusivity are most relevant and visible within textbooks.

1. Illustrations and Graphics

- a. Include diverse subjects and people.
- b. Consider background (literally), context, depicted actions of the subjects, expressions of authority, connotations, and so on.

2. Example names

- a. Include diverse names representing various national origins, ethnicities, genders, etc.
- b. Avoid stereotypes associated with certain names or names that present in a certain way.

3. Key figures in the field

- a. Seek diversity in key/historical figures mentioned
- b. Avoid isolating diverse contributors to specific sections – i.e. “multicultural impacts on Psychology.”
- c. Where key/historical figures are not diverse, include current, more diverse researchers/figures for balance.

4. Application, examples, and exercises/problems

- a. Write and use examples that include diverse people, organizations, geographies, and situations.
- b. Create real-world practice problems and applications that pertain to situations and contexts inclusive of all populations.
- c. Avoid negative stereotypes or sensitive subjects in problems and applications, unless the subject matter demands it.
 - i. For example, a section on mental health may require assessments on suicide rates or prevention, but a math textbook can likely do without that subject matter.)
- d. Be certain that no exercises/problems require a specific knowledge or context that may be absent from certain individuals, or that may produce a negative connotation.
 - i. Make no assumptions about prior knowledge, especially from different subjects/cultural contexts. For example, in a US History course, do not assume that everyone has read *The Red Badge of Courage* or has seen *Saving Private Ryan*; in an Astronomy course, do not assume students have cooked when discussing heating/cooling. Even very common cultural elements such as *Harry Potter*, Disney, or popular game shows are not universal.

5. Appropriate terminology

- a. Ensure that all references to people, groups, populations, categories, conditions, and disabilities use the appropriate verbiage and do not contain any derogatory, colloquial, inappropriate, or otherwise incorrect language.
- b. In most cases, usage of outmoded terminology in historical situations (e.g. court cases, laws, articles) should be clearly defined in quotations or annotated with contextual information.
 - i. For example, the use of “illegal alien” in a discussion of a law can be framed as “as stated in the decision,” or something similar.
- c. Recognize that appropriate terminology is changing all the time, and do your best to use current verbiage. Consult style guides as necessary; note they may be in conflict. Do not feel obligated to use the very latest term if it is not widely used or is controversial. Some example style guides:
 - i. **General:** <https://www2.calstate.edu/csu-system/csu-branding-standards/editorial-style-guide/Pages/diversity-style-guide.aspx>
 - ii. **APA Guidance on Sexual Orientation:** <https://www.apa.org/pi/aids/youth/sexual-orientation>
 - iii. **GLAAD Media Reference Guide:** <https://www.glaad.org/reference>
 - iv. **Teaching Tolerance Terms/Definitions:** <https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/lgbtq-terms-definitions-the-acronym-and-beyond>
 - v. **National Association of Black Journalists Style Guide:** <https://www.nabj.org/page/styleguide>
 - vi. **Racial Equity Tools Glossary:** <https://www.racialequitytools.org/glossary>
 - vii. **Religion Stylebook:** <http://religionstylebook.com/entries/letter/a>
 - viii. **Mental health:** <http://www.eiconline.org/teamup/wp-content/files/mental-health-reporting-style-guide.pdf>
 - ix. **GLSEN Gender Terminology Guide:** <https://www.glsen.org/activity/gender-terminology>
 - x. **Disability Style Guide:** <https://ncdj.org/style-guide/>
 - xi. **Gender references/pronouns:** <https://writingcenter.unc.edu/tips-and-tools/gender-inclusive-language/>
- d. Avoid idioms or colloquialisms, particularly those that will lead to misconceptions among those who natively speak other languages or who may not have the educational or cultural context to understand them.

6. Keywords/glossary items

- a. Ensure that diverse topics and terms are represented in keywords or glossary.

7. Balanced issues and discussions:

- a. Consider and include issues and situations that pertain to diverse populations. When discussing problems, conditions, or issues, be sure to include those that affect an array of populations and groups.
- b. Be aware of stigmatizing victims or those having a specific condition, occupation, experience, or background.

- c. Be aware that certain controversial topics, when necessary to include, should be described in a balanced manner.
 - i. If a discipline has accepted a specific position a topic (e.g. climate change, sexual orientation being partially determined biologically, etc.), describe that position.
 - ii. If a socio-political issue without a consensus must be described (e.g. campus carry, voting rights), then do your best to include a balanced viewpoint.
 - iii. Avoid characterizations that lead to generalization – e.g. “rural communities tend to support gun rights.” If a generalization like that must be stated, provide more context, such as why, and include any counterpoints from “within” that generalization.

8. References

- a. While finding diversity in referenced academic journal articles and other published research may be difficult to the point of impracticality, please do what’s possible to consider it. This may be easier in some disciplines or journals than others.
 - i. For example, *Sociological Science* includes diversity information in its author biographies -- <https://www.sociologicalscience.com/about/analytics/> -- but we acknowledge that not all journals and fields do so.
- b. Perhaps more importantly, if you are including less formal, **in-text mentions of specific researchers or studies** (as is very common in Psychology textbooks, for example), these should be as diverse as possible.
- c. We recognize that diversity in academic journals and departments is far behind where it should be, which impacts the opportunities you have to represent all populations in a course resource. Again, please work to identify specific opportunities in your discipline, and partner with your editors and teams to potentially engage with academic organizations focused on DEI in your field.