

## CEMRRAT2 Task Force TEXTBOOK INITIATIVE WORKING GROUP

### HISTORY AND TASK

The CEMRRAT2 Task Force, during its October 9-10, 1999 meeting, included the establishment of multicultural guidance for writing introductory psychology textbooks as a priority area if funds were made available. They had been advised of two projects begun by APA Division 2 (Teaching of Psychology) and the BEA Diversity Task Force that were directly related to this CEMRRAT unfunded priority. Both Division 2 and the BEA Diversity Task Force had convened groups or otherwise been involved in efforts to review introductory psychology textbooks to determine their sensitivity to multicultural issues.

The CEMRRAT2 Task Force was convinced that much of the work of these two APA affiliated groups could serve to generate an outline of potential guidance and suggestions that publishers would find useful in the development, marketing, and sale of introductory psychology textbooks. The CEMRRAT2 Task Force is interested in building upon the work accomplished by these two APA affiliated groups and expand it by including authors, publishers and instructors in the development of multicultural guidance for the development of introductory psychology textbooks.

In light of the opportunity presented by the work begun by the Division 2 diversity initiative and the BEA Diversity Task Force, the CEMRRAT2 Task Force solicited funds from the APA Council of Representatives (C/Rs). The C/Rs approved the funding request of \$8,000 and provided FY2000 Contingency Funds for a one time meeting of a Textbook Working Group.

The Textbook Initiative Working Group (TIWG) was expected to have a one-year, task specific, tenure (January 1 - December 31, 2000). Membership of the CEMRRAT2 Task Force Textbook Working Group would include at least two members each from the Division 2 diversity initiative and the BEA Diversity Task Force, and two authors or publishers. However, when the APA Board of Directors and Council of Representatives reviewed the TIWG proposal, it was determined that its task should be expanded to address the inclusion of not only multicultural issues, but also issues of gender and sexual orientation in introductory psychology texts. Still later, after its first meeting, TIWG decided that its task should be as inclusive as possible and issues related to aging and disability also should be addressed. Thus, a 19 member TIWG (composed of 7 ethnicity/race content experts; 6 gender content experts; 3 sexual orientation content experts; and 3 representatives of publishers of psychology texts) was created in 2000. Its membership composition was expanded in 2001: Two aging and two disability content experts were added to the initial group.

Content experts were identified and recommended for appointment to the TIWG by the relevant Public Interest Directorate governance group representing a particular constituency. For example, the APA Committee on Women's Issues (CWP) selected the gender content experts, and the APA Committee on Lesbian, Gay, and Bisexual Concerns (CLGBC) selected the sexual orientation content experts. The APA Committee on Aging (CONA), the APA Committee on Disability Issues in Psychology (CDIP), the APA Committee on Ethnic Minority Affairs (CEMA) also participated in the content experts selection process – as did the CEMRRAT2 Task Force.

The TIWG convened two meetings in order to develop its products. The APA C/Rs and the B/Ds allocated Contingency Funds in 2000 and 2001 to support both meetings of the TIWG. The Publications and Communications Office also provided some financial support. All of these funds have been exhausted.

The following *Charge* was approved during the TIWG's initial December 8-10, 2000 meeting:

"To formulate recommendations and publications for publishers, authors, and teachers that will advance psychology as an inclusive science by promoting the infusion of race/ethnicity, culture, gender, sexual orientation, disability, and aging into the content of introductory psychology textbooks. Such infusion is based upon research and practice related to teaching, learning, and cutting edge knowledge in the field."