

**Opening Up:  
Tips for Fostering Belongingness in Our Scholarly Communities While Encouraging Open Science**

**Christopher M. Castille**  
Nicholls State University

**Haley R. Cobb**  
Saint Louis University

**Jaclyn A. Siegel**  
San Diego State University

**Candice L. Thomas**  
Saint Louis University

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For this entry into *Opening Up*, TIP's column on all things open science, we discuss the relation between two broad domains of interest to scholars in our community: (a) diversity, equity, inclusivity—which we use to define the term “belongingness” as a point of focus—and (b) open science. We refer to the former, belongingness, as a universal need to be accepted, interacted with in an equitable manner, and valued by others (Thau et al., 2007). We refer to the latter, open science, as a movement broadly aimed at encouraging scholars to apply principles, enact scientific values, or use tactics aimed at enhancing transparency and replicability in our science (see Castille et al., 2022). Examples of open science in practice include preregistration of study methods and hypotheses or openly sharing data and code for data analysis, and some of these practices are easier to adopt with certain methodologies and epistemologies than others. We examine the relation between belongingness and open science because over the past several years, scholars have debated whether open science can meaningfully address the needs of individuals from diverse backgrounds (e.g., demographic, such as race, sex, and their intersection; philosophical, such as postpositivist, critical theory) or if historical biases and disadvantages will be passed on (unless large scale systemic change takes place). In other words, open science as a movement has sought to increase openness and transparency in scholarly research. However, whether scholars feel included in this movement, and whether those who want to participate in science feel empowered to do so, demands attention (Ledgerwood et al., 2022). For instance, scholars have coined the phrase “bropen science” to characterize certain male scholars whose tactics exclude others from our scientific community (Whitaker & Guest, 2020). Leaders across a variety of scholarly domains agree that there are many praiseworthy aspects to the open science movement (Antonakis, 2017; DeCelles et al., 2021; Eby, 2022; Pratt et al., 2020). We hope to shed light on small ways scholars (as well as the populations they serve) might foster a greater sense of belongingness in our work (or at least provide tactics worthy of debate).

In our aim to foster a sense of belongingness in our academic communities, we refer not only to our *scholarly* communities (e.g., our academic departments, SIOP, the committees we serve on) but also the communities that we impact or serve (e.g., the populations we sample and notably our participants who