Table 5.1: Diversity-related goals and questions for research

Research stage	Goals for research	Questions / conceptual issues
Setting research agendas and deciding on questions	• Involve diverse populations in identifying priority areas of research. • Use methods which are relevant and appropriate to the population under study. • (For intervention studies) Design or adapt intervention for diverse groups.	• What form of involvement is appropriate (peer researchers, research assistants, action research, consultation etc.)? • Do the methods for involvement allow participants to challenge key assumptions? • Will involvement feed into the research process and help to make research more relevant and accessible to diverse groups?
Measurement and reporting of diversity	• Identify relevant dimensions of diversity and appropriate measures for each.	• Are baseline demographics reported? • Are standardised categories or open-ended selection of dimensions more appropriate? • Are the categories and measurement tools used acceptable and relevant to participants?
Sampling	• Obtain a sample which reflects the diversity of the population under study.	• Is statistical representativeness an appropriate goal of sampling? If so, how should it be pursued? What are the socio-demographic characteristics of the intended sample and the sample obtained? • What strategies might be employed for theoretical sampling, beyond a convenience sample? How might the inclusion of diverse perspectives lead to more rigorously supported findings? • Do the sampling methods employed lead to a sufficiently diverse sample to represent all perspectives which are relevant to the research question?

Table 5.1: Diversity-related goals and questions for research (*continued*)

Research stage	Goals for research	Questions / conceptual issues
Recruitment	• Use recruitment methods which allow individuals from diverse groups an equal chance to participate, and do not create barriers to the participation of particular groups.	• What potential barriers exist to the recruitment and retention of diverse populations (language, cost, accessibility, relevance of research to minority groups, issues of trust between minority groups and researchers, etc.)? • Will participants be accessed through institutional settings or gatekeepers? How might this affect recruitment rates in diverse groups? • What is the process for obtaining informed consent? • Is it appropriate to attempt to include hard-to-reach groups, such as children and young people not in school?
Data collection	• Use methods of data collection which allow individuals from diverse groups to contribute to the research.	• Are data collection tools appropriate for the age group under study? • Are data collection tools culturally appropriate for diverse populations? Is it necessary to use translators or interpreters for minority languages? • Have data collection tools been validated with diverse populations? Could participants or research assistants offer useful advice on the design of data collection? • Are some participants likely to contribute less than others? How can elite bias be avoided?
Data analysis	• Analyse data so as to identify differences and commonalities between diverse groups.	• Are subgroup analyses and/or interaction tests appropriate tools to identify differences between groups? • How can analysis seek to identify differences between diverse groups, as well as diversity within particular groups, without over-emphasising difference for its own sake? • What is the rationale for undertaking particular analyses (e.g. comparing males and females, or different ethnic groups)? What is the rationale for not undertaking such analyses where they might be relevant?