

TY – JOUR

AB – This article examines the role of diversity in interpersonal violence research as it relates to race and ethnicity. The importance and need for diversity in interpersonal violence research is discussed. Three phases of the research process are discussed: conceptualization, implementation, and interpretation. Specific strategies are discussed on how to include and bolster interpersonal violence research in partnership with diverse communities of color. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO – <https://dx.doi.org/10.1177/08862605211013003>

IS – 11–12

KW – *Communities

*Diversity

*Domestic Violence

*Experimentation

*Sex Offenses

Concept Formation

Ethnic Identity

Racial and Ethnic Differences

LA – English

M3 – Behavior Disorders & Antisocial Behavior 3230

PY – 2021

SN – 0886–2605

SP – 4937–4952

ST – Diversity in interpersonal violence research

T2 – Journal of Interpersonal Violence

TI – Diversity in interpersonal violence research

UR – <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2021-57414-002>

VL – 36

ID – 75

ER –

TY – JOUR

AB – The popularity of Participatory Action Research (PAR) increases the risk of tokenism and blurring the boundaries of what might be considered 'good' PAR. This became a pressing issue when we were invited by the City of Amsterdam to conduct PAR on digital inequality with vulnerable citizens in Amsterdam, within serious constraints of time and budget. We decided to take up the challenge to offer citizens an opportunity to share their needs. This paper aims to increase the transparency of the complex reality of a PAR process in order to help new researchers learn about the challenges of PAR in real–life situations, and to open up the discussion on the quality and boundaries of PAR. Though we managed to implement some core ethical principles of PAR in this project, two were particularly under pressure: democratic participation and collective action. These jeopardized collective learning and might unintentionally feed stereotypes regarding people's capabilities. Nevertheless, this small and local study did manage to create ripples for change. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

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DO – <https://dx.doi.org/10.1080/09650792.2020.1743733>
IS – 1
KW – *Education
*Policy Making
*Action Research
*Inclusion
Ethics
Professional Ethics
LA – English
M3 – Educational Psychology 3500
PY – 2021
SN – 0965-0792
SP – 20-36
ST – Exploring the boundaries of 'good' Participatory Action Research in times of increasing popularity: Dealing with constraints in local policy for digital inclusion
T2 – Educational Action Research
TI – Exploring the boundaries of 'good' Participatory Action Research in times of increasing popularity: Dealing with constraints in local policy for digital inclusion
UR – <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2021-23090-004>
VL – 29
ID – 61
ER –

TY – JOUR
AB – This forum expands and reframes the lens of dementia caregiving research among diverse racial and ethnic groups to better understand the unique needs, stressors, and strengths of multicultural and racial-ethnic family caregivers in the United States. By providing more diverse and inclusive knowledge on caregiving to older adults in the United States, we can create a new path forward with regards to caregiving research. Throughout the article, major questions and answers are supported by critiquing some of the caregiving literature. Discussions are provided to help create inclusive ways of conceptualizing caregiving research and using methodological approaches to reflect the diversity of caregivers and care recipients in the United States. Expanding and reframing the conceptual and methodological lens of diversity, inclusivity and intersectionality can provide evidence to support effective policy, practice, and care in addressing the needs of diverse groups of caregivers and older adults living with dementia. (PsycInfo Database Record (c) 2021 APA, all rights reserved)
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AU – Aranda, Maria P.
DO – <https://dx.doi.org/10.1093/geront/gnaa050>
IS – 5
KW – *Caregivers

*Dementia
*Diversity
*Racial and Ethnic Groups
*Caregiving
Stress
Older Adulthood
LA - English
M3 - Home Care & Hospice 3375
PY - 2020
SN - 0016-9013
SP - 797-805
ST - Dementia caregiving research: Expanding and reframing the lens of diversity, inclusivity, and intersectionality
T2 - The Gerontologist
TI - Dementia caregiving research: Expanding and reframing the lens of diversity, inclusivity, and intersectionality
UR - <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2020-78622-002>
VL - 60
ID - 73
ER -

TY - JOUR

AB - Objective Recent public awareness of racial and ethnic disparities has again brought to light issues of diversity, equity, and inclusion in the eating disorders field. However, empirical information on racial and ethnic representation in eating disorders research is limited, making it difficult to understand where improvements are needed. Method This study reviewed all studies including human participants published in the International Journal of Eating Disorders in 2000, 2010, and 2020. Differences in likelihood of reporting race and ethnicity were calculated based on study year, location, and diagnostic categories. Results Out of 377 manuscripts, 45.2% reported information on the race and ethnicity of study participants. Studies conducted in the United States were more likely to report (128/173), and those conducted in Europe were less likely to report (5/61) on race and ethnicity than those conducted outside of those regions. Rates of reporting increased from 2000 to 2020. White participants made up approximately 70% of the samples that reported race and ethnicity data. Hispanic participants made up approximately 10% of samples reporting race and ethnicity. Participants from all other races and ethnicities made up less than 5% each. Discussion Although rates of reporting race and ethnicity increased over time, most participants were White. Rates of reporting also differed by the geographical region, which may reflect variability in how information on race and ethnicity is collected across countries. More attention toward capturing the cultural background of research participants and more inclusivity in research are needed in the eating disorders field. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

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DO - <https://dx.doi.org/10.1002/eat.23666>

M3 - Psychological & Physical Disorders 3200

PY - 2022

SN - 0276-3478
SP - No-Specified
ST - Reporting racial and ethnic diversity in eating disorder research over the past 20 years
T2 - International Journal of Eating Disorders
TI - Reporting racial and ethnic diversity in eating disorder research over the past 20 years
UR - <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2022-22174-001>
ID - 60
ER -

TY - JOUR

AB - Despite the numerous advances towards the recognition of LGBT rights worldwide, real equity has not yet been achieved. It is therefore necessary to take into consideration not only the socio-political context but also the concrete practices that have been developed in specific settings. The university represents an important scene, which generates knowledge and development in societies. This study, from a Liberating Community Psychology approach, analysed five good practices related to LGBT issues and psychology placed in four countries with different socio-cultural backgrounds: Brazil, Uruguay, Colombia and Spain. The results from an ecological SWOT analysis-based on interviews and questionnaires with diverse stakeholders and experts-showed the internal weaknesses (e.g., lack of resources) and strengths (e.g., high promoters' commitment, students acceptance) of the good practices, as well as their external opportunities and threats in the academic (e.g., social status of the university, curricula gaps), but also in the socio-political context (e.g., protecting policies, attacks from conservative sectors). Additionally, action-research proposals to improve equity in/from universities were suggested by stakeholders and prioritized by experts through a Delphi panel. The main theoretical and practical contributions are discussed. Please refer to the Supplementary Material section to find this article's Community and Social Impact Statement. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO - <https://dx.doi.org/10.1002/casp.2519>

M3 - Social Psychology 3000

PY - 2021

SN - 1052-9284

SP - No-Specified

ST - Diversity and equity in ibero-american universities: An ecological analysis and proposals for action-research from psychology

T2 - Journal of Community & Applied Social Psychology

T3 - Social Behaviour

TI - Diversity and equity in ibero-american universities: An ecological analysis and proposals for action-research from psychology

UR - <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2021-32642-001>

ID - 78

ER -

TY - JOUR

AB - Cultural diversity has the potential to influence important individual and group outcomes in sport contexts. Prior to examining these relationships, a clear understanding of how cultural diversity is defined and measured is required. Recognizing equivocal findings in relatable domains

(organizational psychology), the present study reviewed empirical articles that examined cultural diversity in small group contexts (e.g. sport teams, work groups) to determine how culture-related diversity has been defined and measured, and to identify potential correlates that could subsequently be examined in sport. In total, 109 articles met the inclusion criteria and were reviewed. Only 40 articles (37%) clearly defined culture or related terms (e.g. race, ethnicity, nationality). The majority of studies (n = 71, 65%) used mathematical indices or categorical descriptions (n = 29, 27%) for diversity measurement, and some of the most common correlates included group performance (n = 54, 50%), cohesion (n = 10, 9%), and satisfaction (n = 10, 9%). We discuss the importance of providing clear definitions of culture-related terms in future cultural diversity research in sport contexts and elaborate on the consequences of inconsistent categorical measurement. Several future research directions are proposed that consider the transferability of the identified correlates to sport contexts. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO - <https://dx.doi.org/10.1080/1750984X.2019.1616316>

IS - 1

KW - *Cross Cultural Differences

*Ethnic Identity

*Racial and Ethnic Groups

*Sports

*Cultural Diversity

Group Dynamics

Teams

LA - English

M3 - Sports 3720

PY - 2020

SN - 1750-984X

SP - 128-146

ST - Diversity in cultural diversity research: A scoping review

T2 - International Review of Sport and Exercise Psychology

TI - Diversity in cultural diversity research: A scoping review

UR - <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc17&NEWS=N&AN=2019-28432-001>

VL - 13

ID - 86

ER -

TY - JOUR

AB - The main reasons for working towards a greater emphasis on diversity in our science is a concern for an equitable distribution of the benefits of the research. In the last decade, there has been an increase in optimism regarding the potential for personalized treatments to improve service delivery and treatment outcomes for diverse populations. However, the promise of genomics may be less likely to be realized for many people affected by schizophrenia, given that as of 2016, approximately 81% of the participants in GWAS were of European ancestry. There is some concern that the lack of diversity in the majority of genetic studies and clinical use of current polygenic risk scores (which predict complex traits based on genetic data) may actually exacerbate

racial and ethnic health disparities. Underrepresentation of people of nonEuropean ancestry in genetic studies limits the evidence base for translating the findings from the studies of biomarkers, GWAS, and other genomic research into clinical care in diverse populations. In this way, then, less diverse science renders non-Caucasians differential (i.e., less) access to the benefits of precision medicine. If we are to inform genomics and better equip ourselves to actualize the promise of precision medicine, then we will need to include more of the population's ethnic and racial groups, reflecting diverse ancestries. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO – <https://dx.doi.org/10.1016/j.schres.2019.12.033>

KW – *Experimentation

*Genetics

*Schizophrenia

LA – English

M3 – Schizophrenia & Psychotic States 3213

PY – 2020

SN – 0920–9964

SP – 7–9

ST – Increasing diversity within scientific research organizations: A call to action

T2 – Schizophrenia Research

TI – Increasing diversity within scientific research organizations: A call to action

UR – <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc17&NEWS=N&AN=2020-36228-005>

VL – 216

ID – 84

ER –

TY – JOUR

AB – Objective: Empirically supported treatments (ESTs) have been criticized for lack of ethnoracial representation, which may limit the generalizability of findings for non-White patients. This study assessed ethnoracial representation in United States–based randomized controlled trials (RCTs) for three evidence–based treatments for posttraumatic stress disorder (PTSD)–Prolonged Exposure (PE), Cognitive Processing Therapy (CPT), and Eye–Movement Desensitization and Reprocessing (EMDR). Method: Representation was measured by explicit inclusion of people of color in published PTSD RCTs. Follow–up emails were sent to corresponding authors if full demographic information was not included in the reviewed manuscripts. Information concerning participant remuneration was collected for descriptive purposes. Results: All three treatment modalities reported White participants as the majority in their sample. PE and CPT trials reported similar levels of ethnoracial diversity, while EMDR efficacy studies reported the least ethnoracial diversity. Across the reviewed studies, with few exceptions, we found low numbers of non-White participants in the majority of reviewed studies, which was compounded by poor or unclear methods of reporting ethnoracial information. Conclusions: This study demonstrates that the ESTs for PTSD are not adequately

representative of the majority of non-White participants. Future RCTs should place a stronger emphasis on broad ethnorracial diversity in study participants to improve generalizability of findings. (PsycInfo Database Record (c) 2022 APA, all rights reserved) Impact Statement This study highlights a concerning lack of ethnorracial representation in PTSD clinical trials for commonly used, evidence-based PTSD treatments. This lack of ethnorracial representation impairs our ability to detect cross-cultural differences in treatment response and offer culturally sensitive, evidence-based PTSD treatment. We encourage researchers to explicitly include larger numbers of non-White participants in PTSD clinical trials and to conduct analyses to detect ethnorracial differences in both symptom presentation and treatment response. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

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AU – Zhang, Xiaonan

AU – Warner, Ryan C.

AU – Wetterneck, Chad T.

DO – <https://dx.doi.org/10.1037/tra0001108>

IS – 1

KW – *Diversity

*Eye Movement Desensitization Therapy

*Posttraumatic Stress Disorder

*Racial and Ethnic Groups

*Cognitive Processing Therapy

Evidence Based Practice

Exposure Therapy

Trauma

Treatment

Randomized Controlled Trials

Inclusion

LA – English

M3 – Health & Mental Health Treatment & Prevention 3300

PY – 2022

SN – 1942-9681

SP – 55-65

ST – A review of the inclusion of ethnorracial groups in empirically supported posttraumatic stress disorder treatment research

T2 – Psychological Trauma: Theory, Research, Practice, and Policy

TI – A review of the inclusion of ethnorracial groups in empirically supported posttraumatic stress disorder treatment research

UR – <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2021-81554-001>

VL – 14

ID – 62

ER –

TY – JOUR

AB – In the field of early childhood education, diversity and difference (DD) in children's learning is continuously discussed for the reason that various and constantly changing contexts and experiences shape what and how they learn. These discussions are especially important in the current situation of Covid-19. Many unprecedented experiences and events occurred, raising an urgent need for the DD field to review the scholarship contributions that have been made to children's learning and work out directions for future research. This bibliometric analysis examined the DD research in early childhood education through a systematic review of the articles published between 1968 and 2019. The analysis identified the dynamic of the research development and suggested opportunities for future studies. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO – <https://dx.doi.org/10.1016/j.childyouth.2020.105882>

KW – *Diversity

*Early Childhood Development

*Learning

*Protective Services

Educational Financial Assistance

School Learning

COVID-19

LA – English

M3 – Community & Social Services 3373

PY – 2021

SN – 0190-7409

ST – A systematic review of early childhood research on diversity and difference (1968-2019)

T2 – Children and Youth Services Review

TI – A systematic review of early childhood research on diversity and difference (1968-2019)

UR – <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2021-30251-001>

VL – 123

ID – 79

ER –

TY – JOUR

AB – Researchers of different genders and backgrounds contribute greatly to the diversity of questions and approaches in science. Historically birdsong was studied primarily as a male trait. However, as researchers in the field of animal behaviour have become more diverse, women have made substantial contributions to the birdsong literature, including through the study of female birdsong. We investigated the influence of gender on research topic and asked: are research articles on female birdsong disproportionately authored by women? We surveyed published 'female song' papers within the last 20 years, recording counts of author gender and authorship position (first, middle, last). We compared these data to a control group of 'birdsong' papers that were matched by journal and publication date. We found strong associations between research topic and author gender. First authors of female birdsong papers are significantly more likely to be women: women now make up 68% of first authors on female birdsong papers whereas women are only 44% of the first authors on general birdsong papers. Our case study suggests that women are making a greater contribution to the emerging field of female birdsong. This discrepancy demonstrates the importance of diversity in addressing previously understudied areas of science. Increasing diversity in science can lead to new approaches for studying behaviour, ecology and conservation. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO – <https://dx.doi.org/10.1016/j.anbehav.2020.07.021>

KW – *Animal Behavior

*Experimenters

*Human Females

*Animal Research

*Bird Song

Experimenter Bias

Human Sex Differences

Sciences

STEM

LA – English

M3 – Animal Experimental & Comparative Psychology 2400

PY – 2020

SN – 0003–3472

SP – 19–24

ST – The role of diversity in science: A case study of women advancing female birdsong research

T2 – Animal Behaviour

T3 – British Journal of Animal Behaviour

TI – The role of diversity in science: A case study of women advancing female birdsong research

UR – <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc17&NEWS=N&AN=2020-76462-005>

VL – 168

ID – 83

ER –

TY – JOUR

AB – As the United States becomes increasingly racially/ethnically diverse, the need to understand intervention effectiveness among diverse populations with Autism Spectrum Disorder (ASD) becomes more important. Limited research has investigated the inclusion of diverse populations in ASD intervention research. We conducted a scoping review to investigate the gaps in the ASD intervention research for racially/ethnically diverse populations. The authors examined 79 ASD intervention studies spanning a 17-year-time period to investigate their inclusion of racially/ethnically diverse participants. Across all studies, this information was provided in 21.5 % percent of studies and among 32.8 % of the total participants. Although there was a general trend toward increased inclusion of racially/ethnically diverse participants over time, there remains an underrepresentation of diverse populations within ASD intervention literature. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO – <https://dx.doi.org/10.1016/j.rasd.2020.101551>

KW – *Autism Spectrum Disorders

*Ethnic Identity

*Intervention

*Racial and Ethnic Differences

Diversity

Race (Anthropological)

LA – English

M3 – Developmental Disorders & Autism 3250

PY – 2020

SN – 1750–9467

ST – Inclusion of racially and ethnically diverse populations in ASD intervention research

T2 – Research in Autism Spectrum Disorders

TI – Inclusion of racially and ethnically diverse populations in ASD intervention research

UR – <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc17&NEWS=N&AN=2020-25815-001>

VL – 73

ID – 85

ER –

TY – JOUR

AB – Objective: In this article, we present a digital tool (Diversity Perspectives in Annual Reports [DivPAR]) for automated content analysis of annual reports, designed to identify the presence of three cultural diversity perspectives—the Moral, Market, and Innovation perspectives—based on earlier work by Ely and Thomas (2001). Method: In Study 1, we describe the development and validation of the instrument, through an iterative procedure in which manual annotation of independent subsamples (n = 24, 25) by human coders was compared to the computer coding in subsequent rounds, until sufficient agreement was reached. In Study 2, we illustrate the type of data that the script generates, by analyzing the prevalence of the three perspectives in annual reports of 55 Dutch organizations over a period of 2 decades (1999–2018; n = 937). Results: Our findings confirm that DivPAR is sufficiently reliable for use in future research. In Study 2, we show that among Dutch organizations, the moral perspective is most prevalent, but the market and innovation perspectives are increasing in popularity. Conclusion: DivPAR can be used to analyze the prevalence and longitudinal development of diversity perspectives in organizational communication. It enables scholars to draw comparisons across different sectors, regions, or countries, to study how diversity perspectives correlate with societal developments, and to uncover the (lack of) relationships between diversity communication and diversity outcomes. Directions for future research are discussed at the end of the article. (PsycInfo Database Record (c) 2021 APA, all rights reserved) Impact Statement In organizational communication, different perspectives can be identified with regard to management of cultural diversity. Examining the prevalence and development of these perspectives across organizations, sectors, and countries, can reveal much about how views on workplace diversity evolve over time. This article describes the development and validation of a digital tool which enables future scholars to conduct such research on a large scale. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO – <https://dx.doi.org/10.1037/cdp0000413>
KW – *Communication
*Diversity in the Workplace
*Innovation
*Morality
*Cultural Diversity
Computers
Content Analysis
Popularity
Psychometrics
Test Construction
Test Reliability
Test Validity
Organizational and Occupational Measures
LA – English
M3 – Occupational & Employment Testing 2228
PY – 2021
SN – 1099-9809
SP – No-Specified
ST – Automated content analysis of cultural Diversity Perspectives in Annual Reports (DivPAR):
Development, validation, and future research agenda
T2 – Cultural Diversity and Ethnic Minority Psychology
T3 – Cultural Diversity and Mental Health
TI – Automated content analysis of cultural Diversity Perspectives in Annual Reports (DivPAR):
Development, validation, and future research agenda
UR – <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2021-67990-001>
ID – 76
ER –

TY – JOUR

AB – Purpose – This is a special issue introduction on cross-cultural and comparative diversity management (DM). The purpose of this paper is to present five articles that explore and examine some of the complexities of equality and DM in various countries around the world.
Design/methodology/approach – In this introductory paper, the authors provide an overview and the current state of literature on comparative research on equality and diversity. The authors also gathered a list of indices that is helpful as secondary data for informing comparative and cross-national research in this domain. Findings – To date, comparative work involving two or more countries is scarce with Canada/USA comparisons first appearing in the 1990s, followed by other groupings of countries a decade later. Existing comparative work has started to uncover the dialectics of voluntary and mandated action: both complement each other, although the order in which they appear vary from context to context. This work also acknowledges that there are varying degrees of intensity in the way that legislations may constrain employer action in encouraging a more diverse workforce, and that there is more than a binary choice between blind equality of rights (identity blind) and quota-based policies (affirmative action) available to decision makers. Originality/value – The comparative nature of these papers allows the reader to compare and contrast the different approaches to the adoption and implementation of DM. The authors also draw attention to several areas in cross-cultural DM research that have been understudied and deserve attention.

AU – Klarsfeld, Alain

AU – Ng, Eddy S.
AU – Booyesen, Lize
AU – Castro Christiansen, Liza
AU – Kuvaas, Bård
DO – 10.1108/CCSM-03-2016-0083
IS – 3
PY – 2016
SN – 2059-5794
SP – 394-412
ST – Comparative equality and diversity: main findings and research gaps
T2 – Cross Cultural & Strategic Management
TI – Comparative equality and diversity: main findings and research gaps
UR – <https://doi.org/10.1108/CCSM-03-2016-0083>
VL – 23
Y2 – 2022/02/15
ID – 45
ER –

TY – JOUR

AB – The management of cross-national differences is of central concern in international business (IB) and international management (IM). Thus, it is not surprising that the concept of distance which captures such differences has received much attention in this field. Lumineau, Hanisch, and Wurtz, in their Point article, seek to strengthen distance research by challenging one of its key assumptions – country level homogeneity – and advancing an alternative view of country differences based on the notion of diversity. We concur with their critique of the homogeneity assumption and with the general idea of bringing in the concept of diversity. However, our approach to this goal is substantially different. Instead of replacing distance with a diversity-based conceptualization, as they seem to propose, our emphasis is on integrating diversity into current distance research. Moving beyond critique and high-level conceptualizing, we provide a usable roadmap for incorporating diversity into distance research both theoretically and empirically. Specifically, we introduce a new construct of intra-country diversity that captures the condition of within-country differences, and then, explain how it can be used to enrich distance models, illustrating our approach with several key IB/IM topics. Empirically, we use available cross-cultural data to illustrate how to account for different degrees and patterns of intra-country diversity in distance research. Overall, our approach aims at building on, not negating, existing distance research, increasing its rigor and relevance through the concept of diversity, and helping scholars incorporate diversity into their work by providing concrete guidelines and examples. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO – <https://dx.doi.org/10.1111/joms.12687>

M3 – Management & Management Training 3640

PY – 2021

SN – 0022-2380

SP – No-Specified

ST – Integrating diversity into distance research for added rigor, parsimony, and relevance

T2 – Journal of Management Studies

TI – Integrating diversity into distance research for added rigor, parsimony, and relevance

UR – <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2021-25466-001>

ID - 80

ER -

TY - JOUR

AB - The intersectional experiences of Black autistic women and girls (BAWG) are missing from medical and educational research on autism spectrum disorder (ASD). Understanding the intersectional experiences of BAWG is important due to the rising prevalence of autism in Black children and girls (Centers for Disease Control and Prevention (CDC), 2020) and the concurrent lack of availability of culturally relevant autism-related interventions (Maenner et al., 2020; West et al., 2016). Intersectionality is the study of the overlapping discrimination produced by systems of oppression (Collins, 2019; Crenshaw, 1989, 1991) and allows the researcher to simultaneously address race and disability in special education (Artiles, 2013). In this scoping review, the authors used the PRISMA-ScR checklist (Tricco et al., 2018) and Arskey and O'Malley's (2005) framework to investigate the degree to which autism-related research (ARR) has included the intersectional experiences of BAWG. Utilizing narrative synthesis, strengths and gaps across the current body of literature are identified in order to set new directions for intersectional ARR. Overall, the authors found that across a 77-year period, three studies foregrounded BAWG and none addressed intersectionality as measured through criteria advanced by Garcia and Ortiz (2013). These results reveal the scholarly neglect BAWG face in ARR, discourse, policy, and practice. A future agenda including research, practice, and policy priorities is identified and discussed. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO - <https://dx.doi.org/10.1007/s40617-021-00654-9>

M3 - Health & Mental Health Treatment & Prevention 3300

PY - 2021

SN - 1998-1929

SP - No-Specified

ST - Missing from the narrative: A seven-decade scoping review of the inclusion of black autistic women and girls in autism research

T2 - Behavior Analysis in Practice

TI - Missing from the narrative: A seven-decade scoping review of the inclusion of black autistic women and girls in autism research

UR - <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2021-91404-001>

ID - 69

ER -

TY - JOUR

AB - This commentary examines the publications in Teaching and Learning in Medicine's Issue 32(5) from the perspectives of Black, female medical trainees. Its purpose is to demonstrate how including diverse perspectives in general medical education scholarship could prompt reconsideration of basic concepts and the development of richer, more nuanced, and practicable understanding of who medical learners are. An inclusive concept of medical education is a first step toward "culturally responsive universal design for learning," an approach to educational design that views barriers to learning as a systems problem, recognizes racism as a learning barrier, and offers learners multiple means to achieve academic success. Augmenting studies that

explicitly target the experiences of trainees and faculty from marginalized racial groups, this commentary aims to establish a vision for what to do educationally with the knowledge that people bring diverse backgrounds and perspectives to their learning. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO – <https://dx.doi.org/10.1080/10401334.2020.1836462>

IS – 5

KW – *Diversity

*Medical Education

*Medical Students

*Racial and Ethnic Differences

*Inclusion

Blacks

Concepts

Racism

LA – English

M3 – Professional Education & Training 3410

PY – 2020

SN – 1040–1334

SP – 459–465

ST – Beyond diversity: Envisioning inclusion in medical education research and practice

T2 – Teaching and Learning in Medicine

TI – Beyond diversity: Envisioning inclusion in medical education research and practice

UR – <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2020-99610-002>

VL – 32

ID – 68

ER –

TY – JOUR

AB – Background Adults with intellectual disability experience disparities in social determinants of health and health outcomes. While new knowledge can advance health equity, adults with intellectual disability are frequently excluded from being direct respondents in research. Their inclusion requires addressing scientific and ethical challenges that contribute to their exclusion. Method We describe our multi-phased process, inclusive of community-engagement, to develop a self-report survey for adults with intellectual disability and share findings from an institutional ethnography conducted to identify strategies for facilitating inclusion. We also assessed indicators of the quality of these strategies. Results We identified building trust, showing respect, designing in accessibility, maximising flexibility and allowing individualised accommodations as strategies that foster inclusion. Multiple indicators validate the effectiveness of these strategies. Conclusions Researchers can promote first-person decision-making and direct research participation by focusing on promoting accessibility, trust, respect and engagement. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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AU – Olick, Robert S.
DO – <https://dx.doi.org/10.1111/jar.12936>
M3 – Psychological & Physical Disorders 3200
PY – 2021
SN – 1360–2322
SP – No-Specified
ST – Facilitating the inclusion of adults with intellectual disability as direct respondents in research: Strategies for fostering trust, respect, accessibility and engagement
T2 – Journal of Applied Research in Intellectual Disabilities
T3 – Mental Handicap Research
TI – Facilitating the inclusion of adults with intellectual disability as direct respondents in research: Strategies for fostering trust, respect, accessibility and engagement
UR – <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2021-89557-001>
ID – 71
ER –

TY – JOUR

AB – Comments on an article by K. R. Murphy (see record 2022–15712–003). In his focal article, Murphy highlighted the noteworthy issue of descriptive statistics being largely overlooked in our field. Indeed, the current authors agree with Murphy's assessment that descriptive statistics have considerable untapped value. The current authors further propose that in addition to the advantages outlined by Murphy, a central–and timely–advantage of descriptive statistics is their potential to facilitate greater attention to issues of diversity in our samples, and therefore in our research and extant literature as a whole. In this commentary, the current authors discuss the implications of the lack of diversity in samples in psychological research, noting how an emphasis on detailed descriptions of samples is a necessary first step in addressing this issue for researchers and practitioners alike. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

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DO – <https://dx.doi.org/10.1017/iop.2021.100>

IS – 4

KW – *Business Organizations

*Methodology

*Statistical Analysis

*Statistics

LA – English

M3 – Organizational Behavior 3660

PY – 2021

SN – 1754–9426

SP – 505–509

ST – Descriptives for diversity: Harnessing the potential of table 1 to advance inclusivity and responsible generalization in psychological research

T2 – Industrial and Organizational Psychology: Perspectives on Science and Practice

TI – Descriptives for diversity: Harnessing the potential of table 1 to advance inclusivity and responsible generalization in psychological research

UR – <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2022->

15712-010

VL - 14

ID - 63

ER -

TY - JOUR

AB - As interest in autism in adulthood grows, so does the need for methods to promote the inclusion of autistic adults in research. Our objective was to create practice-based guidelines for the inclusion of autistic adults, both as research team members and as study participants. We conducted an institutional ethnography of three closely related research partnerships that used participatory methods with autistic adults over the years 2006-2018. We used an iterative approach which combined discussions with community and academic partners and artifact review. Guidelines to promote the inclusion of autistic adults as co-researchers focus on being transparent about partnership goals, clearly defining roles and choosing partners, creating processes for effective communication and power-sharing, building and maintaining trust, disseminating findings, encouraging community capacitation, and fairly compensating partners. Guidelines to promote the inclusion of autistic adults as study participants focus on maximizing autonomy and inclusion, creating an accessible consent process, offering multiple modes of participation, adapting survey instruments for use with autistic adults, creating accessible qualitative interview guides, and handling data from proxy reporters. Although these practice-based guidelines may not apply to all research teams, we hope that other researchers can capitalize on these practical lessons when including autistic adults in research. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO - <https://dx.doi.org/10.1177/1362361319830523>

IS - 8

KW - *Autism Spectrum Disorders

*Experimental Subjects

*Experimentation

*Action Research

*Inclusion

LA - English

M3 - Developmental Disorders & Autism 3250

PY - 2019

SN - 1362-3613

SP - 2007-2019

ST - The AASPIRE practice-based guidelines for the inclusion of autistic adults in research as co-researchers and study participants

T2 - Autism

TI – The AASPIRE practice-based guidelines for the inclusion of autistic adults in research as co-researchers and study participants
UR – <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc16&NEWS=N&AN=2019-60457-012>
VL – 23
ID – 87
ER –

TY – JOUR

AB – Social scientists have long utilized observations of human behavior in research designs. For researchers studying couples, observation of romantic partners has led to important discoveries about how such behavior is associated with physical, mental, and family health. Historically, these methods have been used in in-person laboratory paradigms that place notable limitations on reach and inclusion. This has, in turn, restricted the generalizability of such research to couples who may not attend an in-person laboratory assessment. Transferring the observational laboratory into an online format has the potential to expand the capabilities of these methods to include more diverse couples. This article presents two empirical studies that used online methods to conduct observational behavioral research with sexual and gender minority couples, populations that could be difficult to reach using traditional methods in many places. We demonstrate that we were able to reach, recruit, and enroll diverse couples that more closely resemble the population of same-sex couples in the United States than likely would have been reached in-person. Further, we show that the quality of the observational data collected via the internet allowed for over 94% of collected data to be coded, with acceptable interrater reliabilities and convergent validity. These studies provide a proof-of-concept of online observational methods, accompanied by a tutorial for using such methods. We discuss possible extensions of these online methods, their limitations, and the potential to help further the field of close relationships by reaching more diverse relationships and increasing the generalizability of our research. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO – <https://dx.doi.org/10.1037/fam0000856>

IS – 7

KW – *Couples

*Internet

*Technology

*Sexual Minority Groups

Applied Psychology

Mental Health

Physical Health

LA – English

M3 – Group & Interpersonal Processes 3020

N1 – annual conference of the Association for Behavioral and Cognitive Therapies. 2018. Some of the findings in this article were previously presented by Nicholas Perry at the aforementioned conference.

PY - 2021
SN - 0893-3200
SP - 983-993
ST - Using web-based technologies to increase reach, inclusion, and generalizability in behavioral observation research
T2 - Journal of Family Psychology
TI - Using web-based technologies to increase reach, inclusion, and generalizability in behavioral observation research
UR - <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2021-42267-001>
VL - 35
ID - 72
ER -

TY - JOUR

AB - Community engagement is gaining prominence in global health research. But community members, especially those from groups and communities that are considered disadvantaged and marginalized, rarely have a say in the agendas and priorities of the research projects that aim to help them. This article explores how to achieve their inclusion in priority-setting for global health research projects. A total of 29 in-depth interviews and one focus group were undertaken with researchers, research ethicists, community engagement practitioners, and community-based organization staff. Thematic analysis identified two core dimensions of inclusion-representation and voice-and what is necessary to realize them with marginalized groups and communities in global health research priority-setting. A set of ethical considerations is proposed to assist researchers and their partners design more inclusive priority-setting processes. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO - <https://dx.doi.org/10.1177/1556264619833858>

IS - 2

KW - *Experimental Ethics

*Health Behavior

*Global Health

*Marginalized Groups

Social Equity

Inclusion

LA - English

M3 - Professional Psychological & Health Personnel Issues 3400

PY - 2019

SN - 1556-2646

SP - 169-181

ST - Inclusion of marginalized groups and communities in global health research priority-setting

T2 - Journal of Empirical Research on Human Research Ethics

TI - Inclusion of marginalized groups and communities in global health research priority-setting

UR - <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc16&NEWS=N&AN=2019-15068-007>

VL - 14

ID - 88

ER -

TY – JOUR

AB – Fueled by socioeconomic trends that changed the composition of organizational workforces, the term workforce diversity was coined in the 1990s. Since then, both researchers and practitioners have strived (and struggled) to understand the concept, its effects in and on organizations, and strategies for managing such effects. In this article, I provide an overview and interpretation of the current literature to examine its purpose, progress, and direction. Highlighting key conceptualizations of the construct, theoretical foundations, and empirical findings on diversity and diversity management, I discuss the evolution and current state of the field and synthesize this information to propose a future research agenda. In doing so, I seek to identify theoretical, empirical, and practice areas of opportunity for advancing scientific knowledge about the meaning, substance, and outcomes of diversity as well as the implementation of diversity science in organizations. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO – <https://dx.doi.org/10.1146/annurev-orgpsych-012218-015243>

KW – *Diversity in the Workplace

Industrial and Organizational Psychology

Intergroup Dynamics

Organizational Behavior

Working Conditions

Multiculturalism

LA – English

M3 – Industrial & Organizational Psychology 3600

PY – 2019

SN – 2327-0608

SP – 69-88

ST – Diversity in the workplace: A review, synthesis, and future research agenda

T2 – Annual Review of Organizational Psychology and Organizational Behavior

TI – Diversity in the workplace: A review, synthesis, and future research agenda

UR – <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc16&NEWS=N&AN=2019-12825-004>

VL – 6

ID – 89

ER –

TY – JOUR

AB – Objective To investigate how people with communication and understanding difficulties, associated with conditions such as dementia, autism and intellectual disability, are represented in research guidance supplementary to the Mental Capacity Act (MCA: 2005) in England and Wales. Methods A documentary survey was conducted. The sample comprised the MCA Code of Practice (CoP: 2007) and 14 multi-authored advisory documents that were publicly available on the Health Research Authority website. Textual review of key words was conducted followed by summative content analysis. Results Representation of people with communication and understanding difficulties was confined to procedural information and position statements that focused mainly on risk management and protection. Whilst a need to engage potential participants was recognized, guidance provided was imprecise. Conclusions Tensions exist between the protection versus empowerment of people with communication and understanding difficulties in research. The development of structured, evidence-based guidance is indicated. Patient or public contribution

People with communication and understanding difficulties and carers participated in a working group to explore, discuss and interpret the findings. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO – <https://dx.doi.org/10.1111/hex.13165>

M3 – Health & Mental Health Treatment & Prevention 3300

PY – 2020

SN – 1369–6513

SP – No-Specified

ST – Inclusion under the mental capacity act (2005): A review of research policy guidance and governance structures in england and wales

T2 – Health Expectations: An International Journal of Public Participation in Health Care & Health Policy

TI – Inclusion under the mental capacity act (2005): A review of research policy guidance and governance structures in england and wales

UR – <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc17&NEWS=N&AN=2020-91089-001>

ID – 82

ER –

TY – JOUR

AB – ABSTRACT The literature provides multiple measures of diversity along a single demographic dimension, but when it comes to studying the interaction of multiple diversity types (e.g. age, gender, and race), the field of useable measures diminishes. We present the use of decision trees as a machine learning technique to automatically identify the interactions across diversity types to predict different levels of a dependent variable. In order to demonstrate the power of decision trees, we use five types of surface-level diversity (age, gender, education level, religion, and region of origin) measured via the standardized Blau index as independent variables and knowledge sharing as the dependent variable. The results of our decision tree approach relative to linear regression show that decision trees serve as a powerful tool to identify key demographic faultlines without a priori specification of a model structure. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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M3 – Research Methods & Experimental Design 2260

PY – 2021

SN – 1364–5579

SP – No-Specified

ST – Exploring diversity through machine learning: A case for the use of decision trees in social science research

T2 – International Journal of Social Research Methodology: Theory & Practice

TI – Exploring diversity through machine learning: A case for the use of decision trees in social science research

UR – <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2021-54445-001>

ID – 77

ER –

TY – JOUR

AB – This article aims to support interpersonal violence (IPV) researchers in promoting diversity and inclusion in their research and scholarship and urges the IPV field to advance a racial equity, anti-oppressive, and justice-driven research agenda. The article discusses a range of factors to consider at each stage of the research process as researchers seek to be inclusive, responsive to diversity concerns, and seek equity. The researcher's perspective and positionality are discussed and the importance of critical self-examination of one's position in relation to the research is emphasized. Participatory and collaborative research processes are recommended, to engage with community partners, strengthen the validity of the findings, and help ensure that the research benefits the participants. Examples illustrate ways researchers might support diversity and inclusion with respect to sampling and measurement, cultural validity, and the conceptualization and operationalization of race. Recommendations are offered to promote diversity, equity, and inclusion when analyzing data, interpreting results, and writing up the study. The importance of a strengths-based approach and structural level analysis is emphasized. This article goes beyond discussion of the minimum, "do no harm" standard that researchers should meet in attending to diversity and inclusion in research and urges the pursuit of equity, anti-racism, and justice toward dismantling those structures that perpetuate violence in its many forms. Researchers are encouraged to ask themselves: Where would I situate my research? Is it racist, not racist, or anti-racist? Not all IPV research has the goal of dismantling inequities, but we should aspire that it do so. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO – <https://dx.doi.org/10.1177/08862605211012999>

IS – 11-12

KW – *Diversity

*Domestic Violence

*Equity

*Inclusion

*Antiracism

Child Abuse

Elder Abuse

LA – English

M3 – Behavior Disorders & Antisocial Behavior 3230

PY – 2021

SN – 0886-2605

SP – 4953-4987

ST – First, do no harm: From diversity and inclusion to equity and anti-racism in interpersonal violence research and scholarship

T2 – Journal of Interpersonal Violence

TI – First, do no harm: From diversity and inclusion to equity and anti-racism in interpersonal violence research and scholarship

UR – <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2021-54445-001>

57414-003

VL - 36

ID - 74

ER -

TY - JOUR

AB - Higher education and research and innovation in Europe continue to suffer from an indefensible waste of female talent and gender inequality. The European Commission recommends that these organizations adopt gender equality plans (GEPs) and other initiatives for institutional change. However, the levels of readiness, expertise, and experience with such interventions are wide-ranging across institutions and member states, thus collaborative approaches might be particularly valuable. Drawing on the experiences of transnational and multi-institutional communities of practice (CoPs) for gender equality (GE), we illuminate how the CoP approach supported change agents, who leveraged CoP membership to respond to challenges in promoting GE initiatives. Being part of collaborative, co-designed CoPs for learning, knowledge sharing, and institutional change provided external support to the change agents' activism and allowed them to build legitimacy around GE work. CoP members leveraged this support through learning opportunities, knowledge transfer, sharing practice, political support, and solidarity from the CoP stakeholders. Findings also show that when CoPs were transnational, multi-institutional, and interdisciplinary, their heterogeneity did raise some challenges in relation to the divergence of members' contexts and geopolitical idiosyncrasies and that this should be considered when designing CoPs which transcend national and institutional boundaries. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

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DO - <https://dx.doi.org/10.1080/09589236.2021.1935804>

IS - 1

KW - *Collaboration

*Educational Reform

*Higher Education

*Innovation

*Gender Equality

Academic Environment

Communities of Practice

Research and Development

Education Policy

European Cultural Groups

LA - English

M3 - General Psychology 2100

PY - 2022

SN - 0958-9236

SP - 36-54

ST - Fostering collaborative approaches to gender equality interventions in higher education and

research: The case of transnational and multi-institutional communities of practice
T2 - Journal of Gender Studies
TI - Fostering collaborative approaches to gender equality interventions in higher education and research: The case of transnational and multi-institutional communities of practice
UR - <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2021-57063-001>
VL - 31
ID - 58
ER -

TY - JOUR

AB - The essay explores the issue of globalization of literacy education research and offers a manifesto to ignite a commitment for a global eclectic for literacy education research. The manifesto's tenets are drawn from an interrogation of the current dominance of a Western-centric orientation, and from the interviews with postcolonial critics, indigenous sages, global and southern scholars. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO - <https://dx.doi.org/10.1177/1086296X211031262>

IS - 3

KW - *Diversity

*Education

*Globalization

*Literacy

LA - English

M3 - Educational Psychology 3500

PY - 2021

SN - 1086-296X

SP - 294-312

ST - Global literacies research diversity: A manifesto for change

T2 - Journal of Literacy Research

T3 - Journal of Reading Behavior

TI - Global literacies research diversity: A manifesto for change

UR - <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2021-85010-002>

VL - 53

ID - 64

ER -

TY - JOUR

AB - Objective: Plaut's breakthrough 2010 publication on diversity science—the study of meaningful human differences—set in motion a generative field of theory and research. Yet, to move diversity science forward, innovative methods that explicitly center the experiences of Black, Indigenous, and People of Color (BIPOC) who encounter multiple forms of marginalization must be adopted. One such approach is intersectional mixed methods research—a methodological approach that uses intersectionality theory to guide the use of both quantitative and qualitative methods within a single study. Conclusions: We argue that intersectional mixed methods research includes four tenets: (1) research questions prioritize multiply marginalized BIPOC individuals, (2) the

multiple realities of BIPOC individuals are honored and embraced, (3) identity-related variables (e.g., self-reported discrimination) are studied alongside systems-level variables (e.g., structural racism), and (4) scholars engage in critical reflexivity. We also propose that intersectional mixed methods research can advance scholarship on multiply marginalized BIPOC individuals by fulfilling one of five purposes: Triangulation, complementarity, expansion, development, and initiation. We close with a discussion of tensions and recommendations. (PsycInfo Database Record (c) 2021 APA, all rights reserved) Impact Statement The term "diversity" can be used as a catch-all phrase without clear acknowledgment of who is included or excluded. This can lead to a disproportionate focus on the concerns of marginalized individuals with relatively more social privilege. Therefore, we argue that diversity science requires an innovative methodological approach, such as intersectional mixed methods research, that explicitly centers the experiences of Black, Indigenous, and People of Color (BIPOC) who experience multiple forms of marginalization. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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DO - <https://dx.doi.org/10.1037/cdp0000477>

KW - *Blacks

*Diversity

*Indigenous Populations

*Social Justice

*Marginalization

Racial and Ethnic Groups

Sciences

Social Sciences

Marginalized Groups

Intersectionality

LA - English

M3 - Social Processes & Social Issues 2900

PY - 2021

SN - 1099-9809

SP - No-Specified

ST - Toward a socially just diversity science: Using intersectional mixed methods research to center multiply marginalized Black, Indigenous, and People of Color (BIPOC)

T2 - Cultural Diversity and Ethnic Minority Psychology

T3 - Cultural Diversity and Mental Health

TI - Toward a socially just diversity science: Using intersectional mixed methods research to center multiply marginalized Black, Indigenous, and People of Color (BIPOC)

UR - <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc18&NEWS=N&AN=2021-69654-001>

ID - 70

ER -