

Identifying Ethical Research Issues

Wendy M. Smith, Tricia Clayton, Eliza Gallagher
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Thank You to the PRISMATIC leadership team!

Mike Bergland-Riese, University of Nebraska-Lincoln

Tricia Clayton, Wake Forest University

Antonio Duran, Arizona State University

Eliza Gallagher, Clemson University

Savannah Garmon, Osaka Prefecture University

Jay Garvey, University of Vermont

Madison Fitzgerald-Russell, Texas State University

Bryce Hughes, Montana State University

Jodi Linley, University of Iowa

Ryan Miller, University of North Carolina at Charlotte

Wendy Smith, University of Nebraska-Lincoln

John Sutton, ResultED

Matt Voigt, Clemson University



Purpose of PRISMATIC

The Propagating Research Ethics around Sexual Marginalization and Transgender Issues Conference aims to provide guidance for conducting ethical and responsible research with LGBTQIA+ individuals in science, technology, engineering and mathematics (STEM) fields in higher education.

The goals of PRISMATIC are to identify best practices and considerations for conceptualizing, designing, conducting, and disseminating higher education research involving LGBTQIA+ participants, and then create and share a prioritized research agenda related to the major ethical issues.



PRISMATIC Structure & Assumptions

- Each weekly March workshop will focus on a particular dimension of the research process
- Most weeks will have a short presentation around the ethical issues of the week's topic
- We will spend much of the 2 hour block for each workshop engaged in small group discussions around ethical scenarios
- The scenarios come from the leadership teams' own experiences plus from your collective responses to the registration survey





Schedule for Today [eastern time]

2:00 Welcome, Definitions, & Norms

2:20 Introductions

2:30 Ethical Issues

2:40 Scenario discussion round 1

3:00 Sharing out round 1

3:15 Scenario discussion round 2

3:35 Sharing out round 2

3:50 Wrapping up

3:55 Evaluation survey



A few definitions

- Gender identity: one's internal sense of self; can be the same or different from sex assigned at birth
- Sexual Orientation: romantic attraction to other people
- LGBTQIA+: an acronym for lesbian, gay, bisexual, transgender, queer, intersex, asexual, and non-binary, with a "+" sign to recognize the limitless sexual orientations and gender identities people have
- BIPOC: Black, Indigenous, or People of Color

Resources for more definitions:

- [Glossary of Terms - Human Rights Campaign](#)
- [LGBTQ Terms and Definitions](#)
- [GLAAD Media Reference Guide - LGBTQ Terms](#)
- [Defining LGBTQIA+](#)



Baseline Facts

- All research that involves human participants necessarily includes people with minoritized identities of gender and/or sexuality (including but not limited to lesbian, gay, bisexual, transgender, queer, intersex, asexual, and nonbinary [LGBTQIA+])
- LGBTQIA+ individuals spend time & energy assessing their personal safety and potential consequences from disclosing their identities in every situation
- There are real implications for potential harm and danger from breaches in research confidentiality, particularly for LGBTQIA+ individuals
- Responsible conduct of research with LGBTQIA+ participants needs to span the entire research process: design & planning, participant recruitment, instrumentation, data collection, data analysis, propagation of findings, confidentiality
- All researchers are responsible for ethical practices



Workshop Norms

- We are here to learn from each other through discussions about ethical research considerations involving LGBTQIA+ communities
- We are not here to debate the legitimacy of LGBTQIA+ individuals and their identities, nor the need for vigilance and intentionality for the ethical inclusion of LGBTQIA+ individuals in STEM education research
- Verbal or written harassment or aggressions will lead to individuals being removed from this Zoom workshop
- [Code of Conduct](#)



Engagement & Participation

- Encourage others to participate, asking if others want to comment or add on your contributions (out loud or in the chat), and invite people in who have been quiet
- Recognizing the value of having, understanding, and using shared terms
- Engage (in which ever way you can); be an engaged listener
- Support an encouraging vibe and tone
- Have conversations based on understanding and not debate, listen to understand (to hear, as opposed to thinking about the response)
- Engage with (and agree or disagree with) ideas, not individual people



Vulnerability, Bravery, & Secure Spaces

- Taking risks, recognizing complex contexts, being willing to contribute even when we're unsure
- Everyone is coming in with good intentions but it is also okay to point out when there is an "ouch" moment
- If you disagree, accept such disagreements and pause to respond passionately
 - Disagree with the idea and not the person
- Personal stories stay -- lessons learned go with us. (e.g., don't retell stories from those that are shared in this space)
- Use I statements and relate to our own stories and perspectives, not sharing others



Introductions (10 min)

In small groups, we invite you to introduce yourselves to briefly share as much of the following as you are comfortable sharing:

- Name
- Pronouns
- Institution
- Goals for attending this workshop
- Fun fact about you





Ethical Issues in Research with the LGBTQIA+ Community

- Ethical considerations are crucial across the entire process:
 - Research design
 - Research questions
 - Participant recruitment
 - Data collection
 - Data storage
 - Data analysis
 - Dissemination
- Breaches of confidentiality have high potential for real harm & danger to participants

Ethical Responsibility

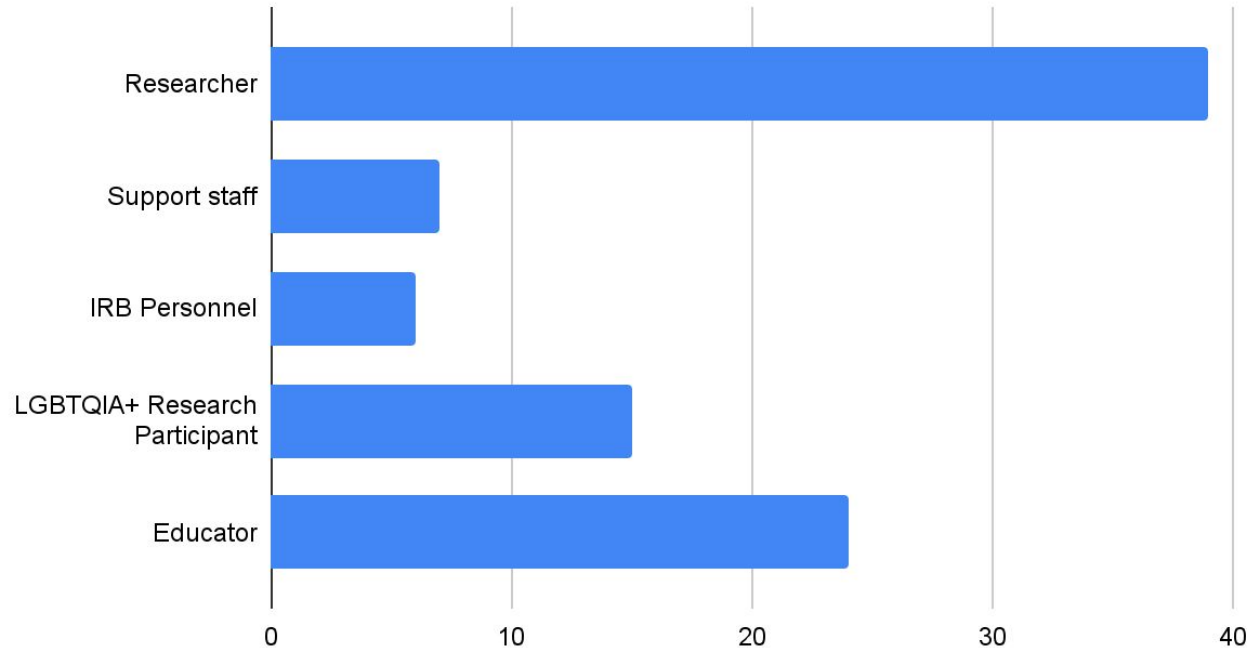
From your registration survey, some themes we saw:

- You are thinking about identities (self, participants, audience)
- The funding/publication processes may pressure people to drop small subgroups from quantitative analyses
- Erasure is not just real but prevalent (and problematic)
- There is a need to be intentional & reflective about ethical issues, particularly to anticipate potential problems
- You see ethical issues spanning the research process
- You want to learn more



PRISMATIC Roles--who has registered?

Who registered (could select more than one) [n=53]



Scenario Discussions

1. Community membership.

Taylor is not a member of the LGBTQIA+ community but does research on the experiences of LGBTQIA+ undergraduates in STEM courses. Some colleagues tell Taylor that he should not be doing such research without a member of the LGBTQIA+ community as part of the research team. Are the colleagues right? Should Taylor be doing research on a community to which he does not belong?

2. IRB Perspectives. Morgan is a member of an institutional review board and noticed that a proposed research project plans to ask undergraduate participants for their gender identity as part of a larger questionnaire about experiences with a chemistry course, but the analysis plans do not mention how gender identity will be used, and instead plan to use past chemistry course-taking as the primary covariate. The particular project is under a short deadline from the funding agency to get IRB approval. What should Morgan do, if anything, about the potentially unnecessary request for student gender identity?

3. Token representation. A group of researchers have been preparing a grant proposal that would fund a project to engage gay undergraduate men in a virtual reality simulation. The research team determines their proposal would be more competitive if they had at least one gay researcher on their team, so approach Devin a few days before the proposal is due to ask him to sign on to the proposal and join their team. What should Devin do?



Scenario Discussion Questions

- What are the ethical issues at play?
- What are the potential consequences (for researchers, research participants, etc)? Who is harmed and who stands to benefit?
- What are some possible actions, solutions, or responses?
- In what ways does context influence the scenario/solution(s) and how would a different context matter? (e.g. field/discipline, institution/institutional type, geographic/local context)
- What are implications for LGBTQIA+ people with multiple and intersecting social identities? (e.g., race, class, dis/ability, religion)
- Are there existing resources, networks, or groups that may have specific expertise to share in this area?





Scenario Discussions

- Start with the scenario selected
- Brief introductions (names, pronouns)
- 1 volunteer (or more) to take notes
- 1 volunteer to share out
- Consider the discussion questions
- You may also share similar scenarios you have encountered and how you responded

We will have two rounds of discussions; for round 2 you can select a different scenario (and group) or continue discussing the scenario you chose in round 1



Group Sharing Out

Each group summarize
major points of discussion in
2-3 minutes

After round 1, you can select a
different scenario or the same
scenario to discuss for round 2





Coming Next

- March 10, 2-4pm ET, Designing Research & Recruitment
- March 17, 2-4pm ET, Collecting & Storing Data
- March 24, 2-4pm ET, Analyzing Data
- March 31, 2-4pm ET, Disseminating Data

- May 31-June 2 hybrid workshop



Workshop Evaluation

<https://forms.gle/dniue3Zhq9jc7a3t7>

Because these workshops are funded by NSF, we need to be able to report back to NSF on how they went, via an evaluation survey

We value your feedback and will use it to inform our future efforts in the short & long term





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