

# Designing Research and Recruitment

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# Thank You to the PRISMATIC leadership team!

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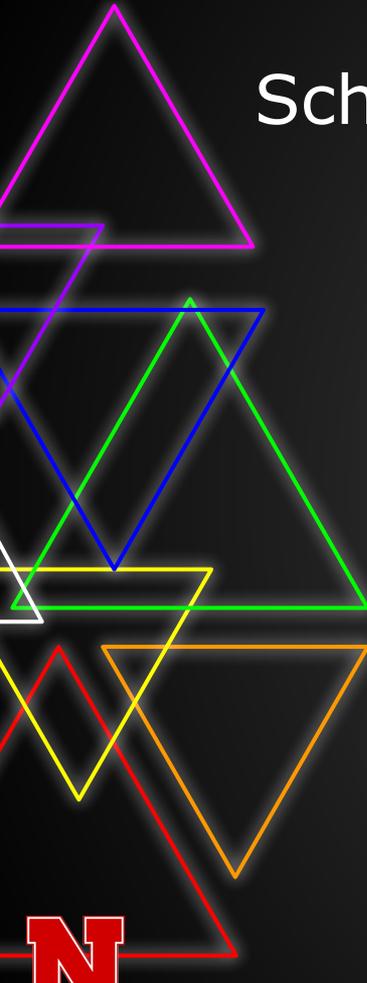


# Purpose of PRISMATIC

*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.*





# Schedule for Today [eastern time]

- 2:00 Welcome, Norms, & Introductions
- 2:20 Presentation of the Topic and Areas for Consideration
- 2:25 Presentation of Ethical Research Scenarios
- 2:30 Small Group Discussions
- 3:30 Small Group Share-Outs
- 3:50 Closing
- 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

Resources for more definitions:

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



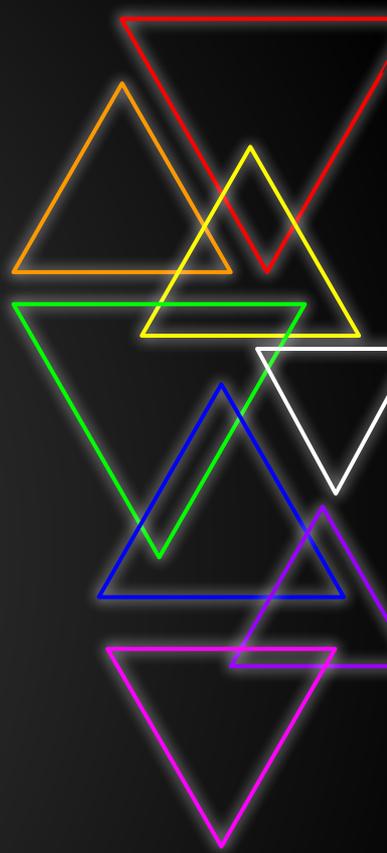
# Baseline Facts

- 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](#)



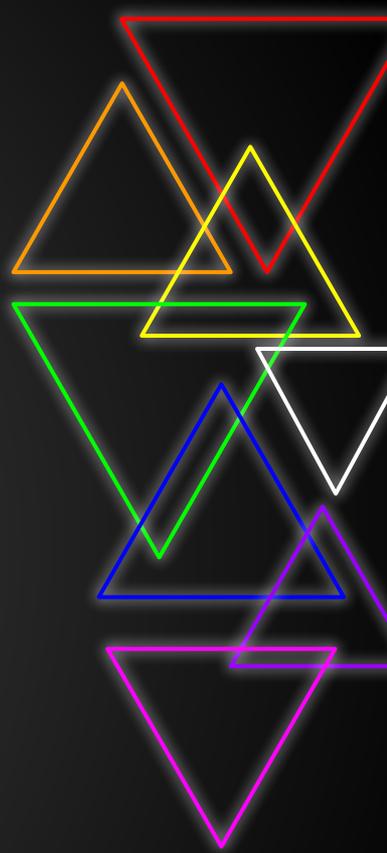
# Engagement & Participation

- 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 whichever way you can); be an engaged listener
- Support an encouraging vibe and tone
- Use professional language
- 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
- At any point, you can direct message any "OC" organizing committee member to express concerns



# Introductions (8 min)

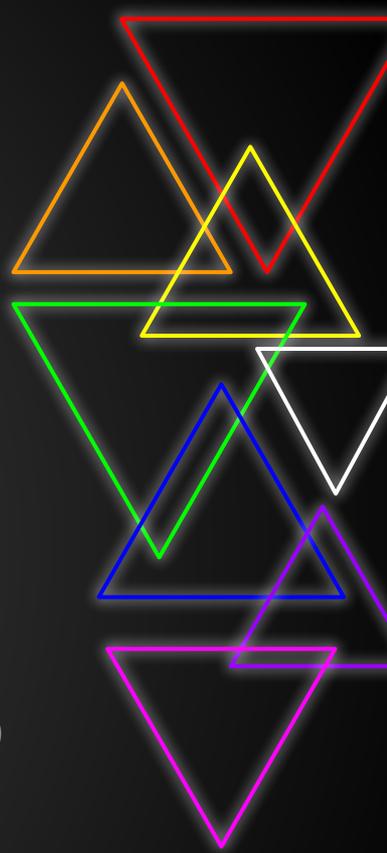
In small groups, we invite you to introduce yourselves to briefly share as much of the following as you are comfortable sharing:

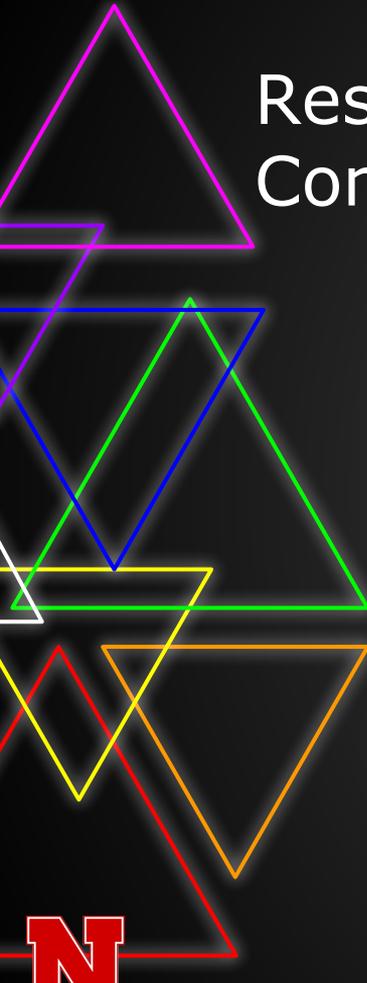
- Name
- Pronouns
- Institution
- Goals for attending this workshop
- Fun fact about you



# Designing Research and Recruitment: Areas for Consideration

- Who is your work in conversation with?
  - Members of the LGBTQIA+ community
  - Clarifying your audience and desired impact
- Participant/respondent agency
  - How are you centering participant agency?
- Reducing harm to LGBTQIA+ populations
  - Designing projects that honor LGBTQIA+ experiences & expertise
  - Confidential recruitment processes (and confidentiality throughout)
  - Inclusive & correct language
- Aligning goals, recruitment, methodology, and intended outcomes & dissemination





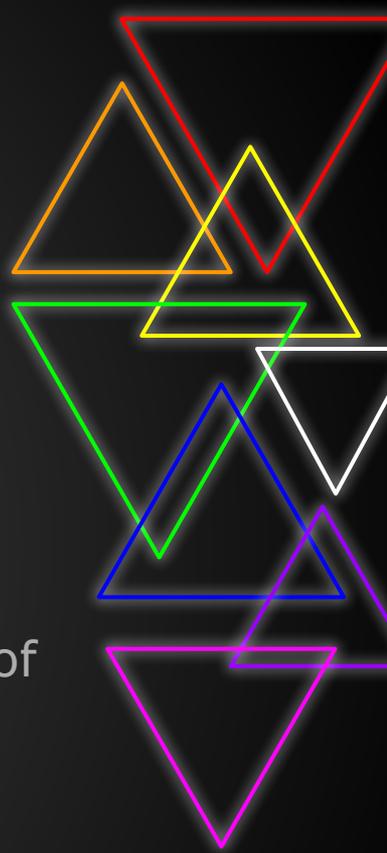
# Research Design & Recruitment: Additional Considerations

- Relative positionality of researchers and participants
  - Members of the LGBTQIA+ community
- Intersectionality of identities
  - How much is this a focus? Acknowledged?

**KEYS: Being intentional and considering consequences, actively planning to reduce potential harm**

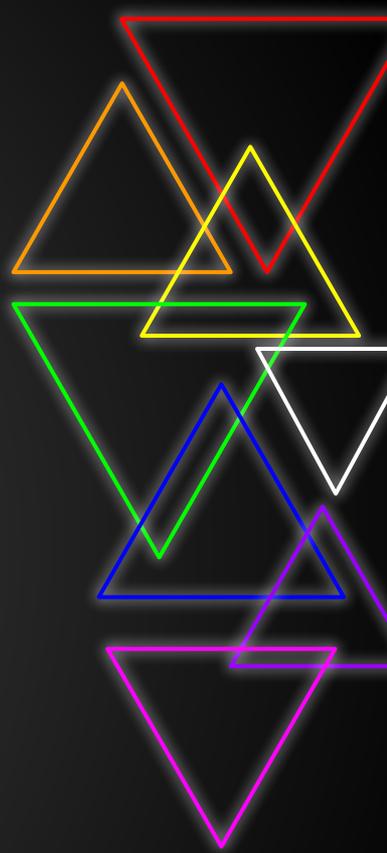
# Scenario 1: Choosing a framework

Kat is designing a survey to examine campus climate in STEM disciplines for LGBTQIA+ individuals. In the survey, they would like to select 2-4 latent constructs to measure climate and belonging. They could choose from two frameworks. The first is firmly established in the literature, where the benefits include broad translation across a large number of previous studies and the limitations include lack of applicability to LGBTQIA+ communities. On the other hand, they could select a newer framework that is not firmly established in literature but more directly speaks to LGBTQIA+ experiences. What should Kat do?



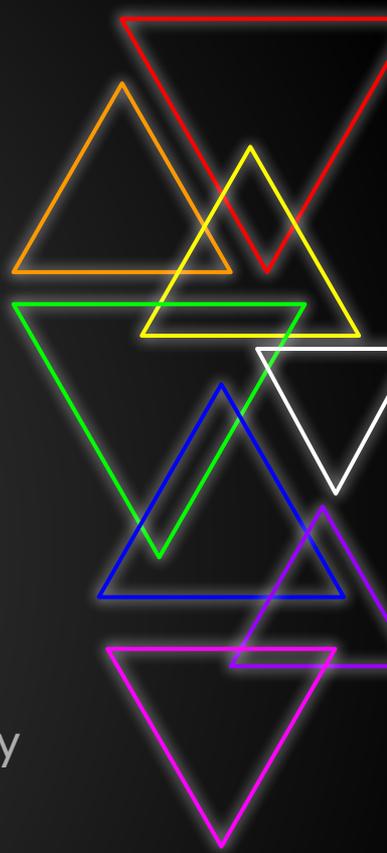
## Scenario 2: Planning a survey

Tim is designing a membership survey for a STEM organization, which has 12,000 members. Association leadership have asked that they keep the survey to 10 minutes or less to ask questions about members' social identities and satisfaction with the organization. Knowing that they can likely only ask two questions concerning gender/sex, what items should they include? What are the benefits and limitations of each approach?



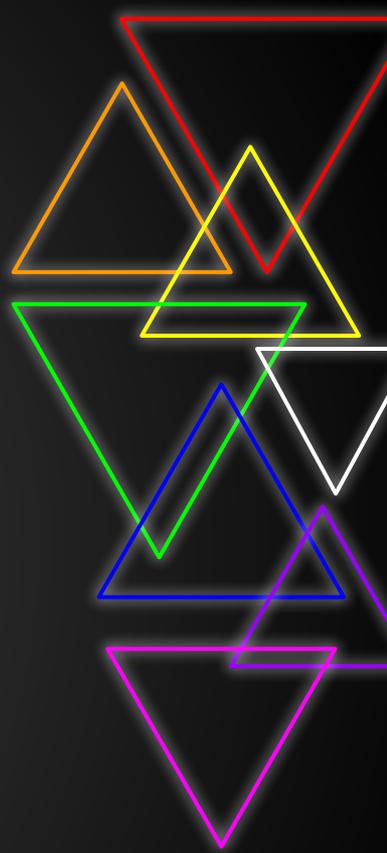
## Scenario 3: Compensation dilemma

At Jon's institution, there is a severe underrepresentation of LGBTQIA+ people of color in STEM disciplines. Jon's provost has asked that they conduct interviews and focus groups with LGBTQIA+ students, faculty, and staff of color to better understand their experiences and propose new initiatives for support. However, the provost has only given a very modest budget so Jon would only be able to compensate individuals with a small token of gratitude (\$10). Should they proceed with the assessment, knowing that this compensation does not adequately compensate these individuals? Are there other ways to compensate participants that an IRB would approve? Or should they decline to collect these data altogether?



## Scenario 4: Active inclusion

Mel is designing a study centering diverse experiences in STEM, looking across many lines of potential diversity. They want to ensure diversity from not only LGBTQIA+ communities but also BIPOC communities. How should they seek out communities to engage with their work?



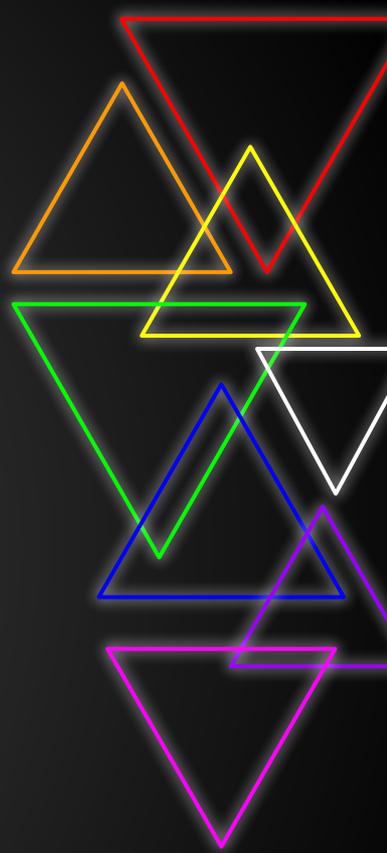
## Scenario 5: Hostility toward recruitment

Aryn is a graduate student and has designed a research study that includes recruiting undergraduate students at their college to participate in interviews that will elicit LGBTQIA+ students' experiences in computer science courses. Aryn got permission to put recruitment posters up in various locations on campus, including the student union and computer science resource room. However, someone has defaced the two of the recruitment posters and written transphobic slurs on them. No students have volunteered to be part of the research study yet. What should Aryn do? Does the situation with the recruitment posters need to be reported to the IRB?



# 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?
- What is or could be the role of the IRB with this situation?
- 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 (after both rounds)
- 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

We will share out after both  
rounds are completed





# Coming Next

- March 3, 2-4pm ET, Identifying Ethical Research Issues
- 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/zFAWgqRYsSzamxpH9>

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

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





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