



## SCENARIOS FOR DISCUSSION

### Collecting and Storing Data

#### SCENARIO 1

##### **Conducting a Survey**

A doctoral candidate, Taylor, is conducting a survey on the experiences of pre-medical students from their first to second year transition. In looking at the data after collecting two waves of data, they realize that a few responses on identity categories (gender and sexuality) changed from particular cases from one year to the next. In talking to their advisor who does not do queer and trans research, the advisor states that this may mean the data are not reliable and suggests simply focusing on one year's experiences.

#### SCENARIO 2

##### **Interview Data**

Shih-Wei is conducting a longitudinal study on queer and trans STEM students of color during their college years at a particular institution. They are conducting qualitative interviews with each participant during each semester. One participant who identifies as a non-binary trans man who is also mixed race reviews the transcripts from their first year interviews. They share during their first semester, second year interview that they do not feel comfortable with the ways that they were describing their gender identity in the first year as they have been exploring more of themselves during college. They ask Shih-Wei not to include any of the data that Shih-Wei collected in the first year, because they are worried about how they will be perceived by others who read their narrative. They also worry that they will be too identifiable because of the people who know them within the engineering department.

#### SCENARIO 3

##### **Data Management and Ownership**

Anyes has been conducting a study on the experiences of LGBTQIA+ students at public colleges and universities in their state. Their institution has a formal policy that all data collected or stored using university resources belongs to the university, although researchers have perpetual irrevocable license to publish from the data and use it for noncommercial purposes. A state senator has asked the university to turn over all data pertaining to LGBTQIA+ initiatives and a university administrator has notified Anyes that their data is included in the request and will be turned over to the state. Although the data has been stripped of direct identifiers, Anyes is concerned about potential re-identification of participants.

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## SCENARIO 4

### **Observations**

Alex is a doctoral student whose advisor has a large grant using multiple research methods to investigate inclusive undergraduate teaching in STEM classrooms focusing primarily on gender and race/ethnicity. As part of their graduate assistantship, Alex has been asked to observe selected undergraduate courses throughout the semester. Within a computer science course that Alex is observing, the instructor explained that students would be paired by gender to complete coding exercises and assignments—a practice aimed at reducing sexism and empowering women to be leaders in the class. The instructor paired students using the class roster generated by the university that includes names and headshots. Alex’s observation protocol calls for recording details related to student interactions and the ways gender and race, in particular, may play a role in these interactions. As the semester kicks off, Alex is wondering about the ethical and practical implications of the observations and how the data collected from the observations might be used.

## SCENARIO 5

### **Trauma in Qualitative Research**

Anita is conducting qualitative interviews with queer and trans individuals. In an interview, a participant flat-out refuses to answer a question because they receive the question as an intrusion into their past trauma for the gaze of other researchers, rather than an authentic representation of their experiences. What should Anita do? Does this need to be reported to the IRB?



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