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LGBTQual+

Creating change by telling the whole story: Making the case for qualitative research methods to strengthen LGBTQ+ retention in STEM in the US and the UK

Executive summary

marginalisation and when institutions had no policies and mechanisms in place to support them.

There are notable differences across regions, nations, and states within the UK and the US when it comes to the inclusion and well-being of LGBTQ+ people in STEM. The data underscore that promoting equity, diversity, and inclusion for LGBTQ+ people requires addressing long-standing issues within STEM environments, which are still influenced by exclusionary norms around what science and an “ideal” scientist look like.

Reflecting on the way we designed the study and our methodology; another key finding is that:

Quantitative data, as demonstrated by our study is essential to capture nuanced, holistic, mechanistic and intersectional insight into issues of attrition and retention. Both focus groups and creative workshops allowed participants to explain the decisions that they had made in navigating their careers in the context of their experiences, the professional climate and policy landscape.

Based on our findings, the following recommendations are focused on the actions and changes that can contribute to address the challenges and the inequities t

LGBTQual+ is one of five projects funded by the Royal Society of Chemistry and the Science and Innovation Network under the LGBT+ Inclusion in STEM initiative. The project is focused on developing sector-wide, cross-disciplinary, international understandings of, and best practices for, engaging with qualitative and mixed methods approaches in exploring and improving the experiences and retention of LGBTQ+ people in STEM.

Existing studies show that LGBTQ+ experiences of climate in STEM (working and research cultures) are constructed from perceptions and experiences with inconsistent policies and practices, experiences and observations of exclusionary behaviour, multiple and compounded discriminations (intersectional marginalisation and oppression), and shaped by the availability and quality of support structures and professional networks (Atherton et al., 2016; Barthelemy, Hughes, et al. 2022, 2022; Cech and Waidzunus 2011, 2021; Hughes 2018; Institute of Physics, Royal Astronomical Society, and Royal Society of Chemistry 2019; Patridge, Barthelemy, and Rankin 2014; Reggiani, Gagnon, and Lunn 2024a, 2024b)

Qualitative and mixed methods are essential tools to discover and untangle particular climatic factors impacting the retention of diverse talent in STEM, including LGBTQ+ people, and to deliver robust understandings about which policies, practices, and interventions work for better-informed policymaking for transformational change (Ford and Goger, 2021; Natow, 2020). This is because qualitative data enables a more thorough and nuanced understanding of the experiences of and barriers faced by historically underrepresented groups, including LGBTQ+ people in STEM, especially those who are multiply-marginalised who face complex and compounded discrimination (for example, disabled, LGBTQ+ people of colour in STEM) (Reggiani, Gagnon, & Lunn, 2024a). Yet, policymakers often misunderstand and devalue qualitative data, thus missing out “on the benefits that qualitative research uniquely offers” (Natow, 2020).

Through multi-disciplinary, intersectional, queer, and cross-national lenses, this project aimed to:

Share best practices for using qualitative methods to create impact and deliver change on LGBTQ+ inclusion and retention in STEM.

Enhance understanding of the purpose and potential impact of qualitative and mixed methods approaches for developing transformative policies and interventions to reduce attrition and enhance inclusion and retention of LGBTQ+ people in STEM.

Examine career pathways for LGBTQ+ people in STEM, including mapping the “ of institutions, social actors, and power relations that shape attrition and retention for LGBTQ+ scientists in the UK and the US.

Explore, using qualitative methods and framed by intersectionality and queer theories, the multiple and embodied strategies of (in)visibility employed by LGBTQ+ scientists to navigate their career pathways and how these experiences might contribute to reducing attrition and improving inclusion and retention.

Tied to our purpose and aims, our research addressed multiple objectives—which included, for example, critically exploring the existing literature, modelling good methodological practice through our exploratory study, conducting workshops to explore issues of attrition and retention creatively, and organising a symposium to build networks and share best practice.

Achieving our aims and objectives—extending beyond the project’s formal conclusion—will benefit LGBTQ+ scientists in the UK, the US, and globally. This includes identifying and addressing factors affecting attrition and retention while building capacity to drive impact and foster lasting change in LGBTQ+ inclusion within STEM by using qualitative and mixed methods.

Addressing the experiences of LGBTQ+ people in STEM: Gaps in knowledge and methodological shortcomings

Prior studies on LGBTQ+ people in STEM used a variety of methodologies and methods to collect and analyse data including qualitative exploratory studies, quantitative methods, and mixed methods approaches. These studies often fall short of problematising their methodological approaches and methods, and there are a number of grand challenges for researchers working on these issues including: What needs to be known to improve climate? What can be known, in other words, what is knowable about the experiences and identities of LGBTQ+ in STEM? What are the best methods to address and deliver change? How can we study those who are experiencing compounded, intersecting systems of oppression and centre their voices?

Some researchers, including members of the LGBTQual+ team, have critically explored these big questions and the challenges that arise in answering them. Our project intends to join these ongoing critical conversations to address some of these, and we aim to share anti-oppressive and counterhegemonic knowledge with other projects funded through this call as well as within our existing networks of Diversity, Equity, Inclusion, & Justice researchers more broadly.

As noted by Browne (2010) when accounting for the process of incorporating a sexual identity question in the census for England and Wales, the push towards numbers “comes with the promise of recognition and ‘resources’”. Implicit to this argument is the idea that to deliver social change and address inequities robust evidence is needed. However, if robust evidence is rather narrowly equated to results coming from the analysis of large-scale quantitative datasets, the powerful call to action towards evidence rests on problematic and dangerous grounds. On the one hand, as Browne’s account highlights (2010), quantitative approaches occupy an ambiguous place both in relation to queer theory and the organisations that simultaneously push towards the categorisation of queer identities and resist it on the grounds of accuracy and reliability. On the other hand, quantitative analysis incurs the risk of homogenising queer experiences and erasing the voices of minority groups within the LGBT + umbrella—which is contrary to a more inclusive, socially just, and meaningful usage of “queer data” (Guyan, 2022; Ruberg & Ruelos, 2020).

Despite having made key contributions to the understanding of the experience of LGBTQ+ in STEM, extant research is often characterised by a deficit framing that identifies shortcomings and gaps to be solved, rather than structural changes and redistribution of power and resources that might be needed. The lack of intersectional approaches (particularly when applied to large datasets) has limited how challenges and experiences of oppression and privilege are understood.

Significantly missing is also a more contextual and nuanced understanding of what we mean by STEM “fields” in the UK, US, and beyond. Far from being limited to abstract disciplinary conceptions, STEM fields are structured in complex networks which include, for example, higher education institutions (HEI), funders, policymakers, local, regional, and national networks as well as countless other online and offline spaces. These are governed by agents and unwritten rules that are complex, interrelated, and still largely not understood despite their influence on career trajectories and the sense of belonging of LGBTQ+ people in STEM—which, despite being not quantified, is likely to be significant.

This Report

This report explores the preliminary results of the LGBTQual+ study. In particular, after outlining the research methodology and participants' demographics, the report presents the emerging themes identified from the preliminary analysis of focus groups conducted with 34

During the project, we organised two workshops (one in the UK in September 2024 and one in the US in December 2024) to explore Queer experiences in STEM through creative methods, as well as to test the potential of creative methods to elicit different information from semi-structured focus groups.

We designed a few guided creative activities for our participants:

STEM & Me: Using a blank sheet of paper, participants created a concept/mind map that illustrates their ideas about STEM, themselves, and themselves in STEM.

STEM & LGBTQ+ Communities: By working together and using a blank sheet of paper, participants co-created a concept/mind map that illustrates their ideas about STEM, LGBTQ+ communities, and the relationship between STEM and the multiple and intersecting LGBTQ+ communities they might or might not belong to.

Your House of STEM: In this activity, we invited participants to imagine their STEM field/environment as a house that they inhabited and navigated. Using a sheet of

Ten participants described themselves as White British, 7 as having other White backgrounds, one as Gypsy or Irish Traveller, one as Asian/Asian British, one as Black/Black British, one as a person of Mixed or Multiple ethnic groups, and one participant preferred to self-identify. Six participants identified as disabled, or as a person having a disability or a long-term condition.

In terms of location, 13 participants worked or conducted research in organisations based in England and 9 participants were based in Scotland. 21 participants worked or conducted research for organisations located in urban/suburban locations (for example, large cities like Glasgow or London), and 1 participant was located in a small town/rural location. See Table 1 for a comprehensive overview of participants' characteristics.

Table 1. Participants' characteristics – UK Focus Groups (total participants n=22)

| | n |
|---|----|
| Role* | |
| Academic | 9 |
| PhD student | 8 |
| Staff member at STEM research/industry organisations | 5 |
| Age | |
| 20-29 | 15 |
| 30-39 | 3 |
| 40-49 | 3 |
| 50-59 | 1 |
| Prefer not to say/No response | 0 |
| Gender identity * | |
| Woman | 5 |
| Man | 10 |
| Non-binary/Genderqueer | 5 |
| I prefer to self-describe ^a | 2 |
| Prefer not to say / No response | 1 |
| Do you identify as Trans? | |
| Yes ^b | 9 |
| No | 13 |
| Prefer not to say / No response | 0 |
| Sexuality * | |
| Asexual | 5 |
| Bisexual | 6 |
| Gay | 7 |
| Lesbian | 4 |
| Men loving men | 0 |
| Pansexual | 5 |
| Queer | 9 |
| Questioning | 2 |
| Woman loving women | 1 |
| Prefer to self-describe | 0 |
| Prefer not to say/No response | 0 |
| Race/Ethnicity * ^c | |
| Arab or Arab British | 0 |
| Asian, Asian British or other Asian background | 1 |
| Black, Black British or other Black background | 1 |
| Mixed background | 1 |
| White British or other White background ^c | 18 |
| Prefer to self-describe ^d | 1 |
| Prefer not to say / No response | 0 |
| Do you consider yourself to be a disabled person, to have a disability or long-term condition? | |
| Yes | 6 |
| No | 14 |

| | |
|--|----|
| Prefer not to say / No response | 2 |
| Do you experience barriers or limitation in your day-to-day activities related to any disability, health conditions (including mental health), physical, sensory or cognitive differences? | |
| Yes – Substantial barriers or limitations | 1 |
| Yes – Some small barriers or limitations | 6 |
| No | 13 |
| Prefer not to say / No response | 2 |
| Social Class | |
| Working-class | 4 |
| Middle-class | 7 |
| Prefer to self-describe ^e | 2 |
| Prefer not to say / No response | 9 |
| Where is your organisation? | |
| England | 13 |
| Northern Ireland | 0 |
| Scotland | 9 |
| Wales | 0 |
| Prefer not to say / No response | 0 |
| Location of organisation | |
| Urban/Suburban location | 21 |
| Rural/Small town/Countryside location | 1 |
| Prefer not to say / No response | 0 |

in a small town/rural location, and 2 participants preferred not to share this information. See Table 2 for a comprehensive overview of participants' characteristics.

Table 2. Participants' characteristics – US Focus Groups (total participants n=12)

| | n |
|--|---|
| Role* | |
| Academic | 5 |
| PhD student | 3 |
| Staff member at STEM research/industry organisations | 7 |
| Prefer not to say/No response | 1 |
| Age | |
| 20-29 | 7 |
| 30-39 | 0 |
| 40-49 | 2 |
| 50-59 | 1 |
| 60-69 | 1 |
| Prefer not to say/No response | 1 |
| Gender identity * | |
| Woman | 5 |
| Man | 3 |
| Non-binary/Genderqueer | 3 |
| I prefer to self-describe ^a | 5 |
| Prefer not to say / No response | 1 |
| Do you identify as Trans? | |

| | |
|---------------------------------------|----|
| Working-class | 0 |
| Middle-class | 0 |
| Prefer to self-describe | 0 |
| Prefer not to say / No response | 12 |
| Where is your organisation? | |
| Northeast | 6 |
| Midwest | 2 |
| South | 0 |
| West | 2 |
| US territory | 0 |
| Prefer not to say / No response | 2 |
| Location of organisation | |
| Urban/Suburban location | 8 |
| Rural/Small town/Countryside location | 2 |
| Prefer not to say / No response | 2 |

* Participants could select more than one category

^a This includes gender-expansive, agender (x2), transman, transgender woman, genderfuck

^b This includes aromantic.

^c Categories are derived from US census categories.

^d No participants filled this out.

Research Findings

Focus Groups: Exploring career pathways and (in)visibility

Overall, our results highlight that progress has been made to remove barriers to inclusion and address discrimination against LGBTQ+ people in STEM. However, challenges remain, they have far-reaching consequences on career journeys, and they increase the risk of attrition.

Navigating careers in heteronormative and hostile environments

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at have cost me the most energy and hours I could have been doing science it's at the intersection of a couple different identities, and it's about just dealing with the bureaucracy and logistics of staying alive. I'm chronically ill, and in the US context much more so than the UK context, the hours I have to put

Paula's quote highlights how the time and effort marginalised individuals must spend navigating intersectional challenges can unfairly detract from their ability to focus on research. Without adequate support from organisations—i.e. support which recognises the intersectional nature of oppression and redirects resources towards individuals and groups which have been marginalised not only in organisations but also when it comes to EDI interventions—this can hinder career progression and increase the risk of attrition among LGBTQ+ scientists and engineers.

In addition to homophobia, queer people of colour in STEM reported incidents of racism. Jai, for example, a bisexual academic from South Asia working in the UK, described the impact of bullying, racism, and homophobia he experienced in a previous organisation:

One of my biggest challenges when it was happening, all the bullying and racism

agony [that] comes when you get badly treated, and that was the case for me for quite some time. I had to see medical professionals. I wasn't feeling well. And because this thing continued [for a long time], I had lost complete confidence in

One thing I noticed is [that] when things are fine, they are all fine. But when things go bad, that's when the support structure is the most important. And that's where you actually want [senior leaders] in the organization to take up responsibility and act. [Through my experience], I noticed that they were not willing to act despite official complaints, so that was mentally, physically, morally, emotionally quite draining for me. But also, for some of my colleagues, who complained in a similar way. So, they all ended up leaving. I was one of the lucky ones in a way that I

same luxury. So, I saw people's lives getting ruined.

Jai's account highlights that racism remains prevalent in STEM organisations and professional cultures, and it reveals a significant lack of robust mechanisms to address both direct and indirect forms of harassment and discrimination. Beyond formal policies and procedures, Jai's experience underscores the critical role that senior leaders can—and should—play in fostering more equitable and inclusive environments. Too often, however, this responsibility falls to precarious or marginalised staff, whose labour in this area is both unrecognised and unrewarded (Reggiani et al., 2024b).

Support is key to retention

curated where people like me can actually share who they are, then it makes you feel safer to talk about yourself. And know that it's somewhere that you can excel, that people like you are actually progressing. It gives you more confidence in your own ability and opportunities.

These quotes suggest that EDI initiatives and commitments must be coupled with mechanisms for accountability. This is not only needed for transformative change to happen but is also key for the retention of queer scientists both in academia and elsewhere.

Differences across and within countries

We found notable differences across regions, nations, and states within the UK and the US when it comes to the inclusion and well-being of LGBTQ+ people in STEM environments in both higher education and industry. This is well exemplified by the story of Luke, a gay, white man working as an early-career academic in the UK, who describes how the geographical context shaped his search for a postdoc position:

I'm from Northern Ireland. I moved to England now for my postdoc, and, I probably

When I was interested in institutions [for my new role], I would go onto their LGBT

page or links

work in both countries, noted that in their experience in the US there are more stringent organisational policies against hate speech compared to the UK. While whether this translates in better climates remains debatable, better organisational policies contributed to increased awareness and a stronger framework for addressing incidents of bias and discrimination.

Broader issues within STEM professional cultures and their impact on inclusion

More broadly, the data underscore that promoting equity, diversity, and inclusion for LGBTQ+ people requires addressing long-standing issues within STEM environments, which are still influenced by exclusionary norms around what science and an “ideal” scientist look like. Participants illustrated, for example, the effects of “chilly” climates where discussion around sexuality and gender is inhibited by heteronormativity or toxic professional cultures. Instead of being recognised for the diverse contributions and perspectives they bring to their research, individuals are often evaluated based on biased metrics and outcomes that obscure structural inequities under the guise of meritocracy. As Francesco, a gay man who moved to England for his doctoral studies, describes:

[In STEM], people care too much about the engineering and the materials, and the people? You cannot be a scientist without being a person.

Transforming STEM institutional and professional cultures is urgent to reduce attrition and increase retention for queer scientists and engineers and, more broadly, make STEM more attractive to an increasingly diverse workforce. By reflecting on her experience in industry, for example, Rebecca shared that:

Historically, like, we, we kind of just thought of a career in STEM as work through equations or design instruments, or applying science to are expecting that their whole selves will be appreciated in the work that they're competitors.

Rebecca’s quote highlights that addressing professional cultures is not only key to reducing inequities but also to ensuring that STEM workplaces and research environments remain competitive and at the forefront of innovation in the UK and the US—which is key to economic prosperity and technological advancement in both countries.

Workshop: Creatively exploring Queer (in) STEM

Despite extensive team planning to organise in-person workshops in the UK and the US to engage participants in exploring Queer experiences in STEM through creative methods, recruiting in-person participants proved challenging. We were able to organise one UK workshop with four participants in September 2024 and one US workshop with seven participants in December 2024, during which we used guided creative activities to produce artefacts and foster discussion between us as facilitators and participants.

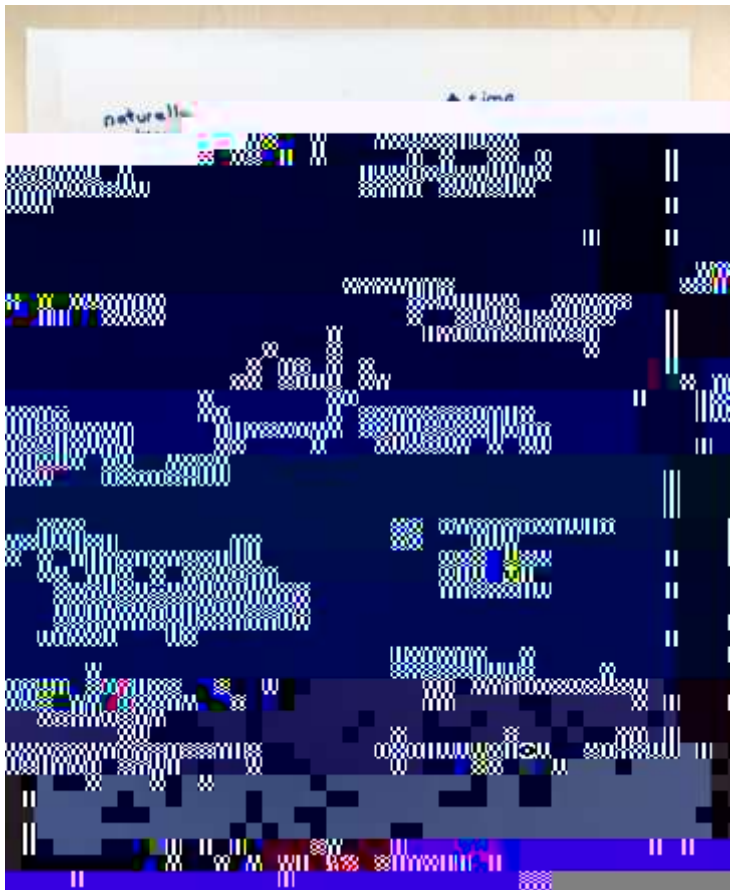
Data generated in the workshop includes photographs of the artefacts and notes from the discussions. Figure 1, for example, is a conceptual map where a participant, who identified as a transgender, pansexual, white woman working as an academic in the UK, explored their relationship with STEM using symbols and keywords. While opportunities and personal success are seen “above water”, what is hidden under the surface includes more complex issues and highlights key factors that contributed to shaping the participant's career. This includes networks, visibility, as well as personal strength and responsibility that were needed

to sustain a non-linear career—which is at odd with traditional and normative ideas of success in STEM.



Figure 1. STEM and me, conceptual diagram (n.b. Stealth was the workshop pseudonym used by the participant).

Figure 2 represents a coll1



recommend policy outcomes to be not simply tracked along representational lines, but also by understanding the effects, limitations and opportunities for policy on the lived experiences of LGBTQ+ scientists.

Recommendation 2:

representation and climate for LGBTQ+ people in STEM and the mechanisms behind these effects. It is also necessary to move beyond the framing of identifying climatic problems to begin developing and testing resources and interventions to address these issues.

An important question is how to adequately resource these needed future studies. Thus far, many studies have been pursued with institutional resources or funded by professional societies—the present study, funded by the Royal Society of Chemistry and the Science and Innovation Network, is an example—with a few isolated examples of studies funded by governmental funding agencies. Such bodies may lack programs that clearly support such studies, or place LGBTQ+ research in competition with important research on other marginalised groups.

There is therefore a need to broaden funding streams available for this work. We recommend funding bodies audit the programs available for participation and workforce development research to ensure that LGBTQ+ research is welcomed. We emphasize the importance of directing funding towards groups that haven't been prioritized in previous studies. Further, new initiatives must not come at the expense of other marginalised groups; rather, new and existing funding initiatives should be directed intersectionally.

We also see an important role for non-governmental bodies. Longitudinal research, in particular, is difficult to fund in the regular grant cycles of most agencies. The non-profit and foundation sector could play a key role in filling this gap because they possess significant flexibility. Companies that have successfully implemented policies, and have an interest in the STEM workforce could also play a valuable role.

We envision the future of LGBTQ+ studies in STEM will require interdisciplinary teams with expertise beyond what has been represented in climate studies so far: it will require those with expertise in communication with the general public and those with broad understanding of how to design successful intersectional EDI initiatives for other marginalized groups. Further, since much research so far has proceeded in isolation, there's a need for bridges between methodological and disciplinary approaches that can be facilitated by the action of funding agencies, professional societies and the non-

Government bodies, funding organizations and professional societies should therefore ensure representation of LGBTQ+ STEM professionals across all activities. Particular care should be taken to ensure representation of intersectional identities and that there are

When designing international studies, we recommend considering how demographic data are collected (so that categories are context-specific but comparable) and reflecting on what counts as STEM. In line with our application of queer and intersectionality theory, in this study we chose to highlight self-description in the collection of demographic data and found that participants extensively used this option. We therefore recommend this approach for future studies.

To explore more fully queer experiences across systems of oppression, we would recommend incorporating intersectionality theory in the study design and analysis, as well as building relationships and trust with LGBTQ+ communities in STEM. This includes offering multiple options to engage with data collection. Offering multiple options acknowledges diversity within queer communities, reduces barriers to participation, and results in more inclusive, accurate, and ethical research outcomes.

Engaging with LGBTQ+ communities in STEM and other stakeholders is essential for creating research that is both inclusive and impactful. This ensures that diverse voices are heard and that the research addresses real-world needs and challenges faced by LGBTQ+ individuals. Guided by intersectional and queer approaches, we recommend presenting findings in a way that tells a complete, nuanced story. This approach not only situates the results within broader social, cultural, and professional contexts but also helps drive meaningful change by empowering stakeholders to translate data into actionable insights and advocacy efforts.

Conclusions

This report provides an insight into the research and the activities undertaken by the LGBTQ+ project. While examining the experience of LGBTQ+ individuals in STEM through intersectional and queer lens, we collected evidence that adds to the understanding

and providing targeted support so that LGBTQ+ people can feel valued and empowered to thrive. Long-term commitment to change, redistribution of resources, and accountability are key to transforming STEM and make it more diverse, equitable, and inclusive--which would lead to more innovative and resilient organisations with benefits for economies in the UK, US, and other countries adopting similar approaches.

Research in the past two decades has started to uncover and address the experiences of queer people in STEM. However, wicked questions remain and new problems require attention. Areas for future research include, for example, the impact on increased precarity and mobility on the career trajectories of LGBTQ+ people in STEM, as well as the impact on attrition and retention of contextual factors that exist “outside” or at the “margins” of organisations (for example, geographical location, hostile legislation, or political climates). Cross-country and comparative research would help better illuminate the experiences of queer people in STEM, including how different policies and practices shape well-being and careers. To be relevant and impactful, we believe that future research should develop close ties with LGBTQ+ communities and other relevant stakeholders so that research findings can be translated into policy recommendations and contribute to those transformative changes that are needed to ensure better equity and inclusion for everyone.

As the LGBTQ+ project comes to a close, our research and initiatives will not stop. In 2025, we are planning to collect additional data in the US and complete the analysis of the data we collected, including thematic analysis of focus groups and workshops. We will keep engaging with LGBTQ+ communities in STEM, academics, and other stakeholders through conferences and presentations of results. This includes attending the 2025 RSC Inclusion & Diversity Forum at Burlington House in London in March 2025--during which we will present alongside with other projects funded under the “LGBT+ Inclusion in STEM” initiative.

As our experience can attest, doing research across countries comes with inevitable challenges. However, it also provides an unparalleled opportunity to amplify the voices of LGBTQ+ individuals in STEM, whose experiences often remain invisible. By uncovering the unique barriers and opportunities they face in the UK and the US, and by using qualitative approaches to tell stories that are complex and nuanced, this work not only advances equity and inclusion but also has the potential to inspire systemic change. Addressing equity, diversity, and inclusion in STEM is not only just but also drives innovations. Therefore, fostering inclusive and supportive STEM environments does not just improve the experiences of LGBTQ+ and other marginalised individuals--it can also transform entire fields and society for the better.

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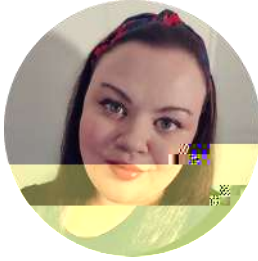
Appendix

Engagement and events: Building networks to share results and best practices

During the two UK-US research visits, we organised events to engage with LGBTQ+ people in STEM, policymakers, and other interested stakeholders.

In April 2024, the team organised an online event from Boston during which we introduced the project and showcased findings from our previous research on LGBTQ+ people in STEM. Marco Reggiani and Jessica Gagnon showcased results from the STEM Equals Project in the UK, whereas Tim Atherton and Ramón Barthelemy introduced their work around the APS LGBT+ Climate in Physics Study. This was followed by a panel discussion during which we engaged with the audience to answer questions and share more information about the study.

In September 2024, the team organised a hybrid symposium at the University of Manchester during which we presented findings from the project, featured a presentation from the RSC, a keynote conversation between Prof André K. Isaacs and Dr Clara Barker, and a panel discussion with members of other RSC-funded projects.



Dr Jessica Gagnon is a sociologist focused on inequalities, including inequalities related to gender, sexual identity, race/ethnicity, social class, and caring responsibilities. She has worked in higher education in the US and UK for more than 20 years. Her most recent research projects are focused on inequalities in STEM, including: the EPSRC-funded STEM Equals project; the EPSRC-funded IGNITE+ project; the NERC-funded E-DIAL project; the SLiC-funded See Yourself in STEM project; the University of Manchester-funded Inclusion for Innovation. Jessica is the co-chair of the Gender and Education Association, an international charity founded in 1997, focused on gender inequalities in education.



Dr Ramón Barthelemy is an associate professor of physics and astronomy at the University of Utah and a fellow of the American Physical Society. Previous to his faculty position Ramón was a Fulbright Scholar in Finland, a Science Policy Fellow in the U.S. Department of Education and a private sector consultant. His work focuses on the lives, educational experiences, and career paths of marginalised students in physics and STEM. This has included work on LGBTQ+ people, graduate Students of Color, and women in physics.



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