mirada LGTBI+

A Queer Gaze to research

Diversitat i interseccionalitat als centres de recerca i universitats

BSC AI Factory

AI Factories

BSC AI Factory Partners

20 BSC YEARS

fct Fundação para a Ciência e a Tecnologia

TÜBİTAK

ICI

Affiliated entities

UPC UNIVERSITAT POLITÈCNICA DE CATALUNYA BARCELONATECH

CNCA Centro Nacional de Computação Avançada

- Introduction.
- Why LGBTIAQ+ matters (in academia).
- The impact of bias and invisibility.
- Core LGBTIAQ+ concepts.
- Good practices.
- Case studies.

mirada
LGTBI+

introduction / situation of knowledge

BSC AI Factory

Una Mirada LGTBI+

Proyecto de divulgación científica-cultural y mediación cultural.

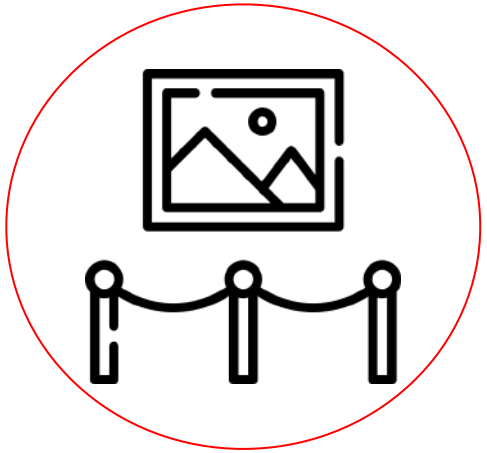
→ Acercar las realidades LGTBIQA+ a los espacios del conocimiento (y viceversa).

"4 pilares":

INTERPRETACIÓN

INMERSIÓN

INVOLUCRACIÓN



INCREMENTACIÓN

MEAM
Museu Europeu d'Art Modern

planetario

de pamplona

mirada
LGTBI+

Taller Balam
BARCELONA

MUSEU ETNOLÒGIC
I DE CULTURES
DEL MÓN

nat
museu de
ciències naturals
de Barcelona

Museu d'Història
de Catalunya

Museu d'Arqueologia
de Catalunya

mmb
MUSEU MARÍTIM DE
BARCELONA


Barcelona


mirada
LGTBI+


CERCA
Centres de Recerca
de Catalunya


scenio


Institut
de Ciències
del Mar


prbb
Parc
Recerca
Biomèdica
Barcelona


INSTITUT de
BIOLOGIA
EVOLUTIVA
iBe
CSIC
upf.


Queer
Clínic


LCATM
La Ciència Al Teu Món


eseb
European Society for Evolutionary Biology


19
88
ACADEMIA EUROPAEA
BARCELONA HUB


Institute of
Space Sciences


EXCELENCIA
MARÍA
DE MAEZTU


upf.
Universitat
Pompeu Fabra
Barcelona

mirada
LGTBI+

why LGBTIAQ+ matters in academia

BSC AI Factory

Inequality

Inequalities persist in STEM environments for LGBTIAQ+ people.

(more on this later)

Systemic inequalities for LGBTQ professionals in STEM

E. A. Cech[1]* and T. J. Waidzunas[2]

Researchers have documented race and gender inequality in science, technology, engineering, and math (STEM) for decades. Do lesbian, gay, bisexual, transgender, and queer (LGBTQ) professionals face parallel experiences of disadvantage in STEM? Using representative survey data from 21 STEM professional societies (N_{sample} = 25,324; N_{LGBTQ} = 1006), this paper presents multidimensional and methodologically robust documentation of 5 dimensions of LGBTQ inequality in STEM. Controlling for variation by demographic, discipline, and job factors, LGBTQ STEM professionals were more likely to experience career limitations, harassment, and professional devaluation than their non-LGBTQ peers. They also reported more frequent health difficulties and were more likely to intend to leave STEM. These trends were similar across STEM disciplines and employment sectors. We found no differences by LGBTQ status in education level, work effort, or job commitment. These findings reveal LGBTQ status as a clear axis of inequality in STEM and motivate further research into the mechanisms producing such outcomes.

(Cech, 2021)

ing topic. A late-career Asian woman working in geology and environmental sciences at a European university wrote: "Academics like to think of their community as free spirited and innovative, but there is massive systemic discrimination and power hierarchies that ruin people and careers … This is suffocating science and discouraging early-career academics."

(Woolston 2021)

Scientific accuracy

(2011) argues that the underrepresentation of certain genders not only poses threats to equality and inclusion, but this underrepresentation "is an epistemic problem insofar as it impedes criticism from diverse perspectives," (p. 27). This lack of diverse perspectives

(Badger 2025)

The Washington Post
Democracy Dies in Darkness

INNOVATIONS

These robots were trained on AI. They became racist and sexist.

As billions flow into robotics, researchers who conducted the study are concerned about the effects this might have on society

By Pranshu Verma

July 16, 2022 at 6:00 a.m. EDT

Lovers of Modena skeletons holding hands were both men

Scientific productivity

FIGURE 2 | The case for an inclusive culture

Organizations with inclusive cultures are:

Source: Juliet Bourke, *Which Two Heads Are Better Than One? How Diverse Teams Create Breakthrough Ideas and Make Smarter Decisions* (Australian Institute of Company Directors, 2016).

(Bourke 2018 - Deloitte)

(Hunt 2018 - McKinsey)

Wellbeing of everyone

LGBTIAQ+ equality makes academia better for everyone

hinder student learning, and both minority and majority students are negatively impacted by the failure to create an inclusive environment for minority students [4-8]. Further, there is compelling evidence that diversity among students and faculty is crucially important to the intellectual and social development of *all* students [9-12]. The benefits of diversity extend

(Farrell 2018)

It can get worse…

"To do better science —(…) are more rigorous, reliable, and influential— the scientific community needs to build an environment that welcomes and supports all of the diverse community who choose this extraordinary path to contribute to society. (…) This is not the time to step back. It's unquestionably the time to step forward."

(Fuentes 2025)

mirada
LGTBI+

impact of bias and invisibility

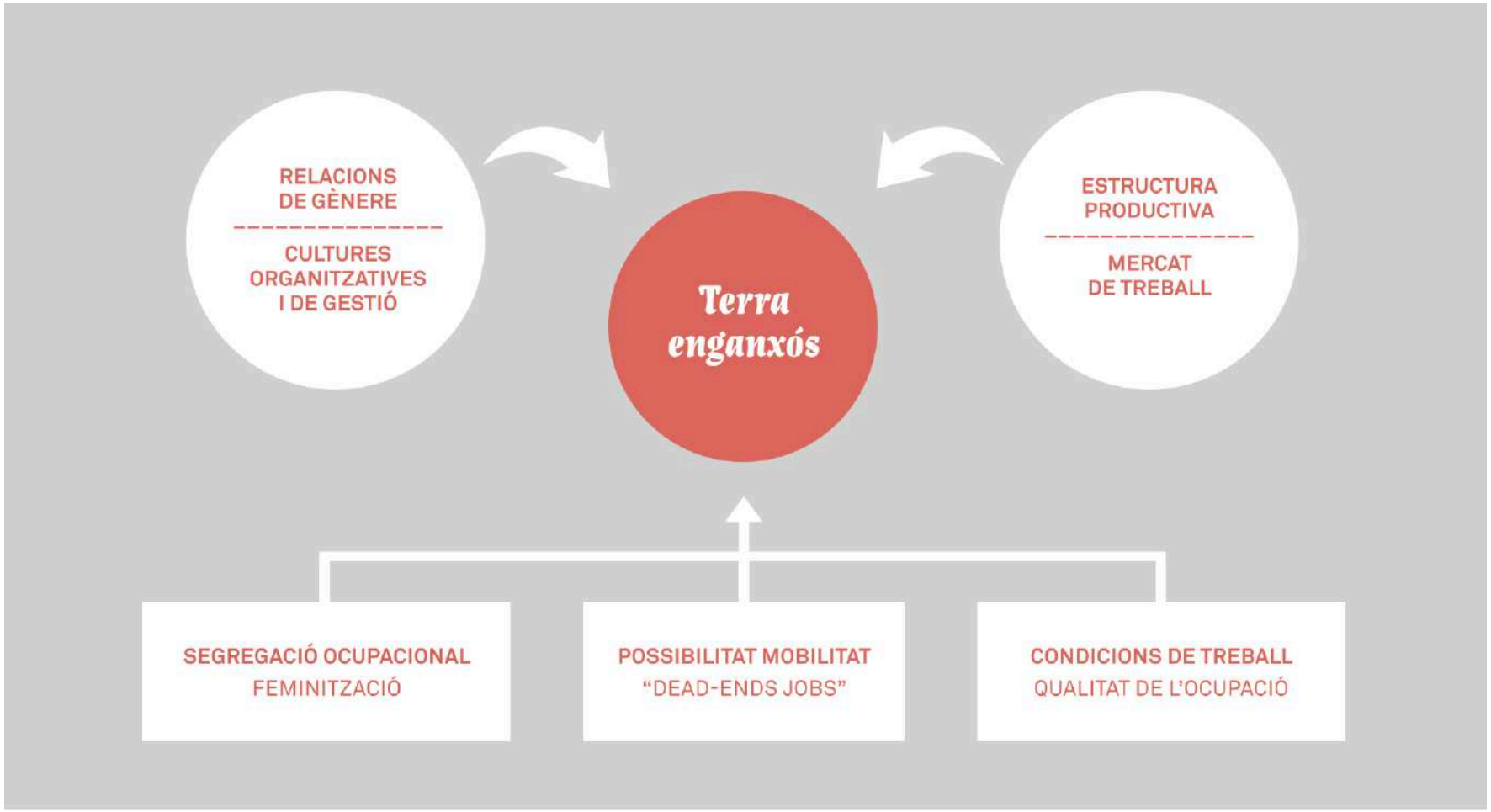
BSC AI Factory

Inequality: Glass ceiling

Així mateix, és rellevant assenyalar la persistència del «sostre de vidre» en la integració laboral de les dones amb estudis superiors. Tot i que constitueixen la majoria de l'alumnat universitari (el 63,9 % dels estudiants són dones),[18] les dones amb estudis superiors encara ocupen posicions laborals de menys rang que els seus homòlegs homes: solament hi ha un 36,9 % de les dones en càrrecs de direcció i gerència.[21]

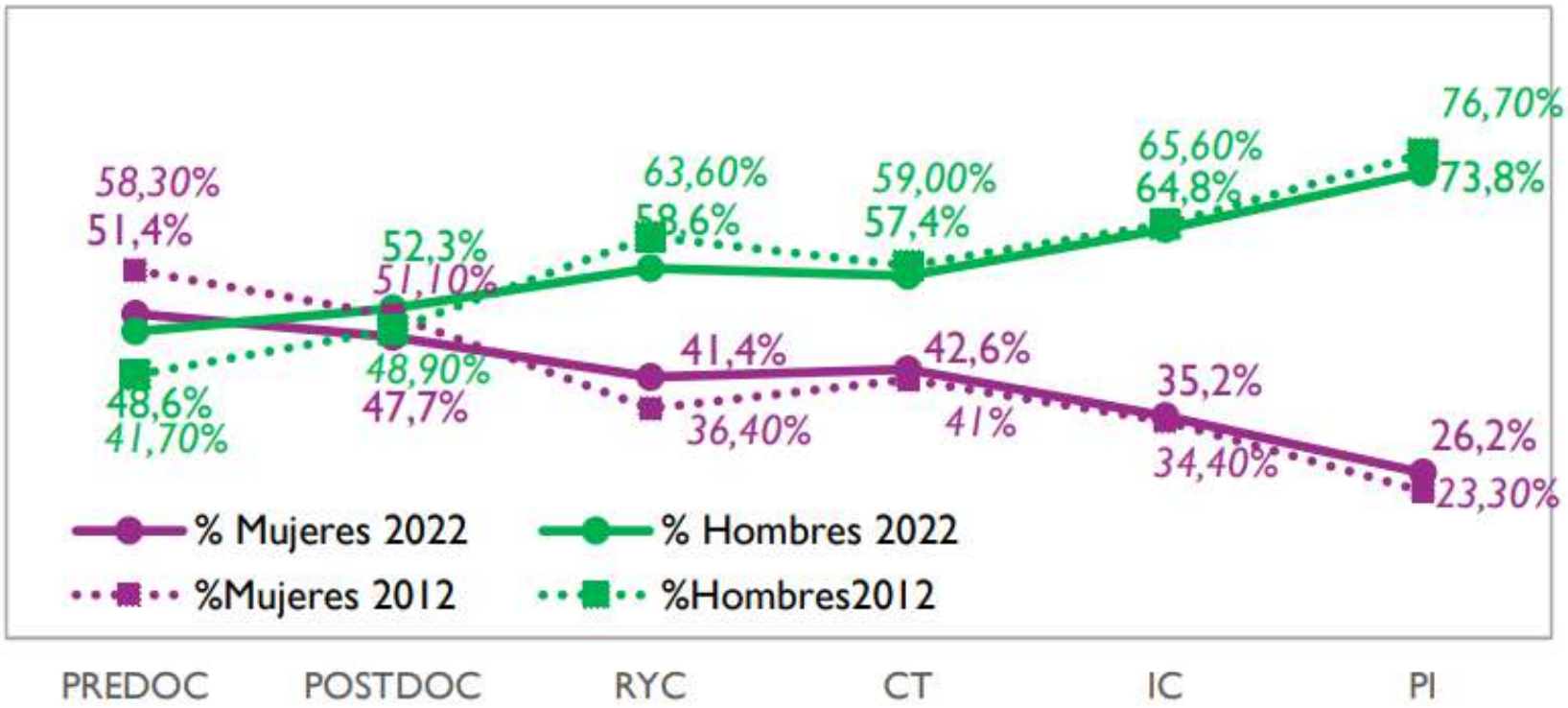
(Generalitat de Catalunya, 2024)

Inequality: Sticky floor



(Carrasquer 2019)

Inequality: Talent gap



Evolución de la gráfica tijera del CSIC entre 2012 y 2022. En cursiva se indican los valores del año 2012 (Datos a 31/12/2012 y 31/12/2022, Fuente: SGARH, IMI2013)

(CSIC 2023)

Inequality: Talent gap

LGBTIAQ+ talent is being lost.

Coming out in STEM: Factors affecting retention of sexual minority STEM students

Using a national longitudinal survey data set from the Higher Education Research Institute, this study tested whether students who identified as a sexual minority (for example, lesbian, gay, bisexual, or queer) were more or less likely to persist after 4 years in science, technology, engineering, and mathematics (STEM) fields, as opposed to switching to a non-STEM program, compared to their heterosexual peers. A multilevel regression model controlling for various experiences and characteristics previously determined to predict retention in STEM demonstrated that, net of these variables, sexual minority students were 7% less likely to be retained in STEM compared to switching into a non-STEM program. Despite this finding, sexual minority STEM students were more likely to report participating in undergraduate research programs, and the gender disparity in STEM retention appears to be reversed for sexual minority STEM students.

(Hughes 2018)

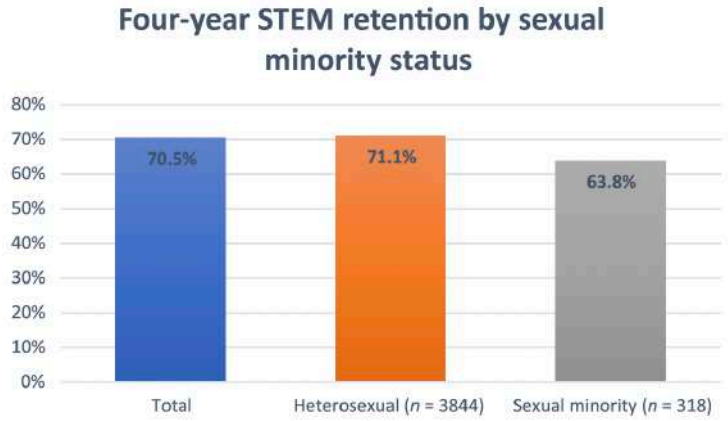


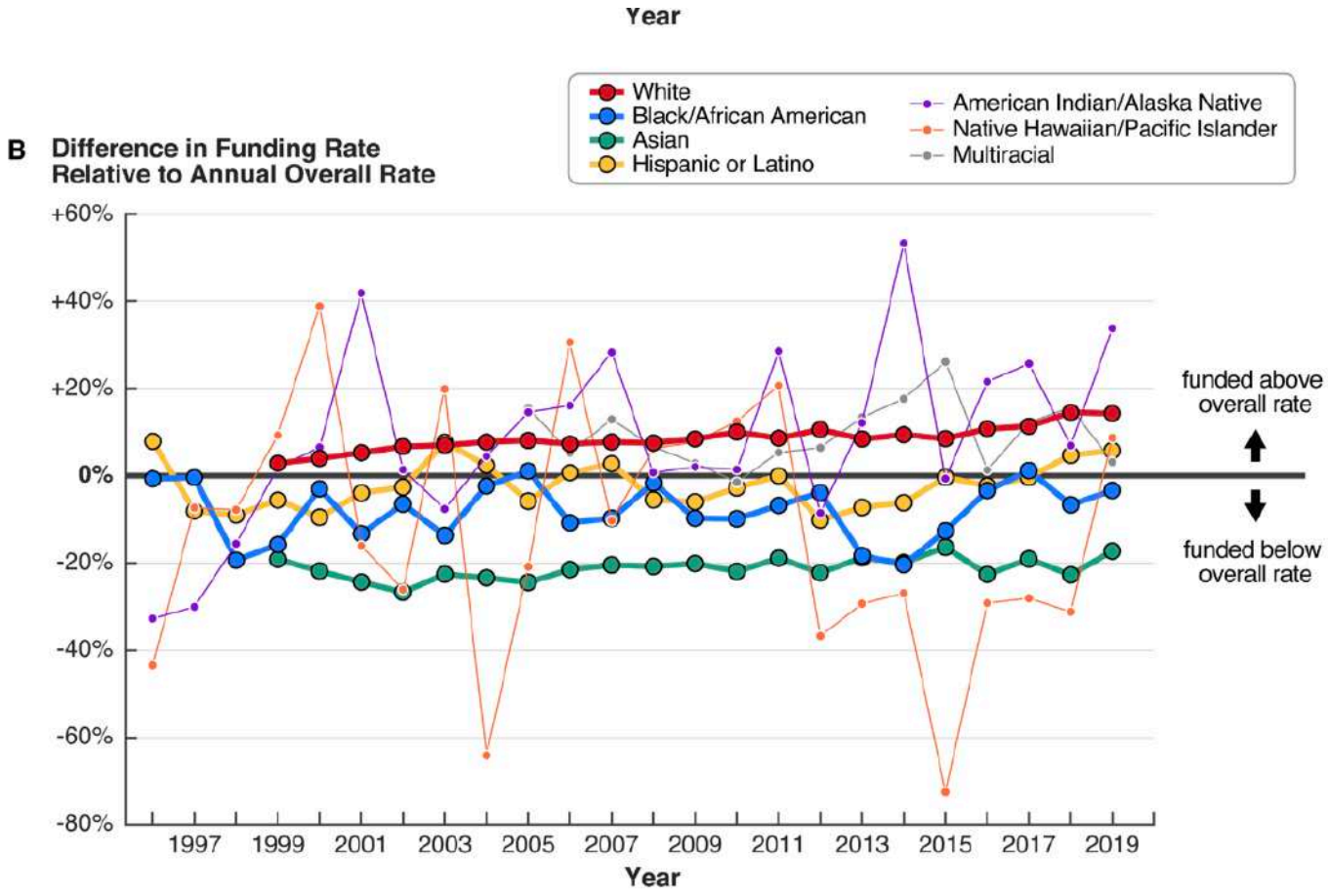
Fig. 1. Proportion of students who aspired to a STEM degree at college entry, in 2011, and who also indicated a STEM major at the end of their fourth year, in 2015, in total and disaggregated by sexual minority status.

"for students, faculty, and staff at a public university, feelings of belonging were positively associated with perceptions that the university valued diversity, which was related to campus environmental cues … interns' intentions to convert to a fulltime position were related to feeling like they belonged at their employer, which was related to the extent to which they perceived the employer fostered equity"

(Brown 2025)

Inequality: Talent gap

Systemic racial disparities in funding rates at the National Science Foundation

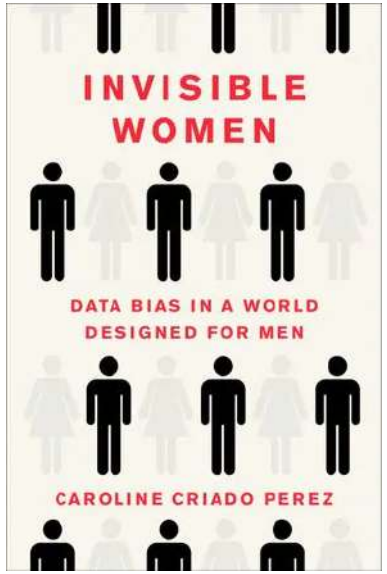


(Chen 2022)

Inequality: Design gap

Sin perspectiva de género…

- las mujeres no llegan al estante alto de la casa
- la temperatura promedio de la oficina es 1-2 grados menor que lo que les parecería bien a ellas, pero se diseñaron para ellos
- en un coche una mujer tiene una probabilidad un 17% superior de morir que un hombre y un 47% de sufrir un accidente grave
- el ciclo menstrual interfiere habitualmente con muchas medicinas: antipsicóticos, antidepresivos, antihistamínicos, antibióticos…



(Criado-Pérez 2019, recogido por Javier Armentia (2019))

- *El tratamiento médico también es sensible al género: por ejemplo, a veces los hombres abandonan antes un programa de tratamiento a largo plazo debido a que son más reacios a hacer cola en su centro sanitario, un lugar asociado con mujeres y niños.*

(Yellow Window Management Consultants, 2011)

Inequality: Design gap — AI

distribution of innovation centers reduces the range of perspectives that shape research in this field. Nonrepresentative and discriminatory data sets and poor selection of proxy outcomes measures lead to biased algorithms that skew machine learning and adversely affect AI platforms that influence decision-making. Although efforts

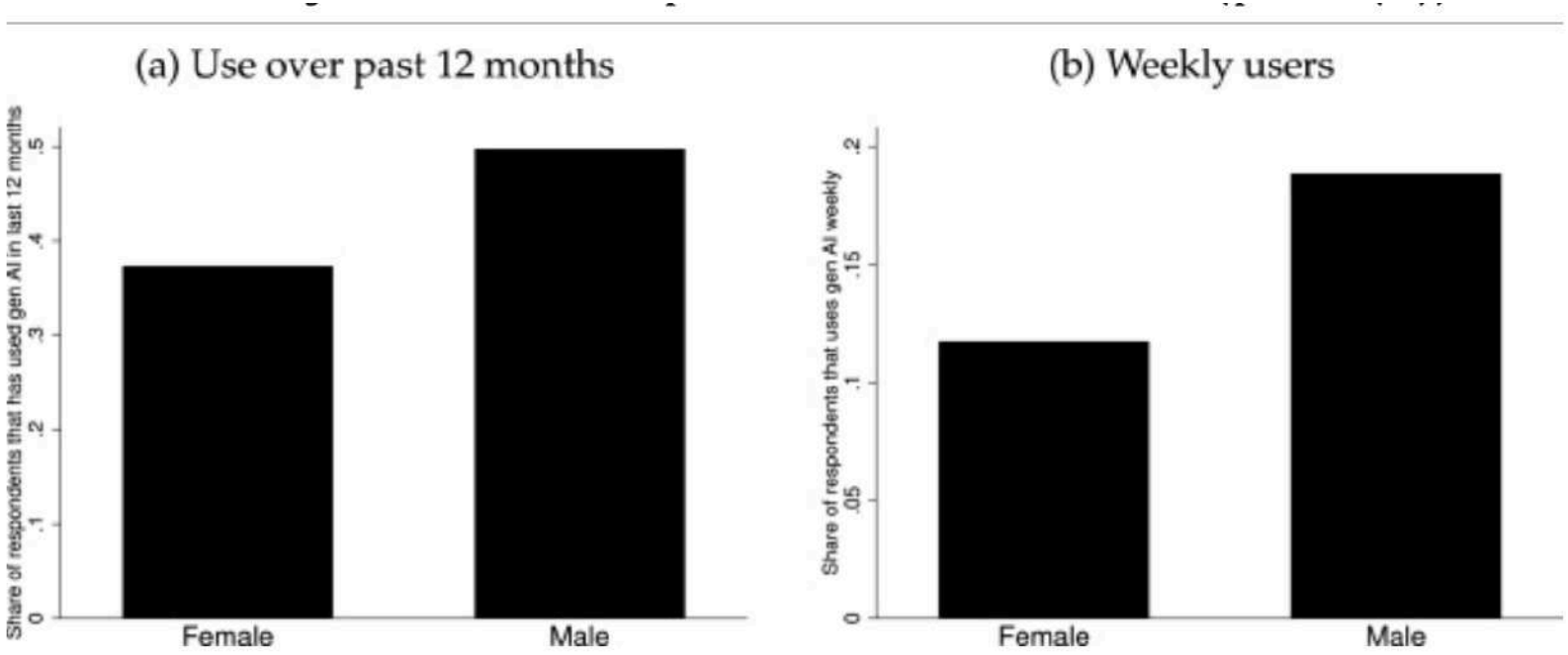
(Wailoo 2023 - Science editorial)

Inequality: Access gap

would improve accessibility and availability, and increase efficiency. However, one of the major critiques of the digitalisation of welfare systems is that it excludes people from disadvantaged sections who lack access to digital infrastructure and digital literacy from actively participating in society. In the context of the emerging Indian digital

(Raj 2022)

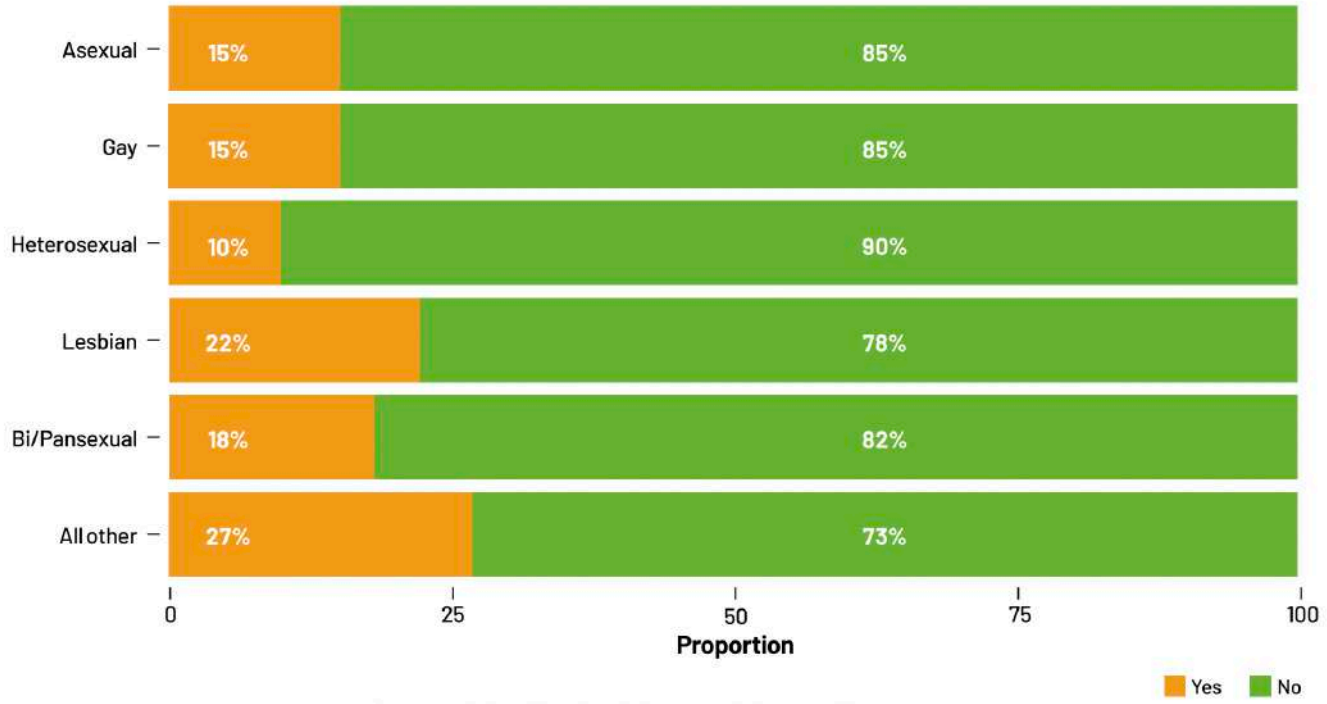
Inequality: Access gap - generative AI



(Aldasoro 2024)

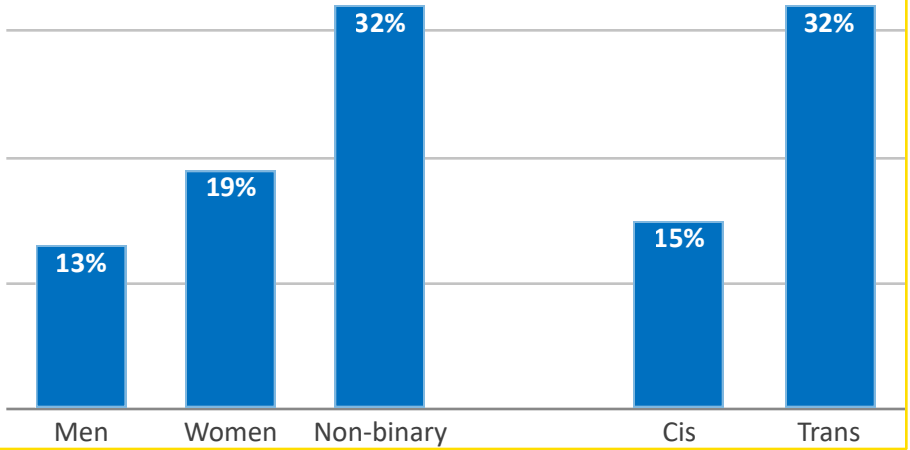
Harassment, exclusion, bullying…

Figure 5: Proportion of respondents who experienced exclusionary, intimidating, offensive or harassing behaviour because of their gender identity or sexual identity in the last 12 months, by sexual orientation



(Dyer 2019)

Experience of harassment, exclusion or bullying on the basis of gender orientation or gender identity in the last 12 months

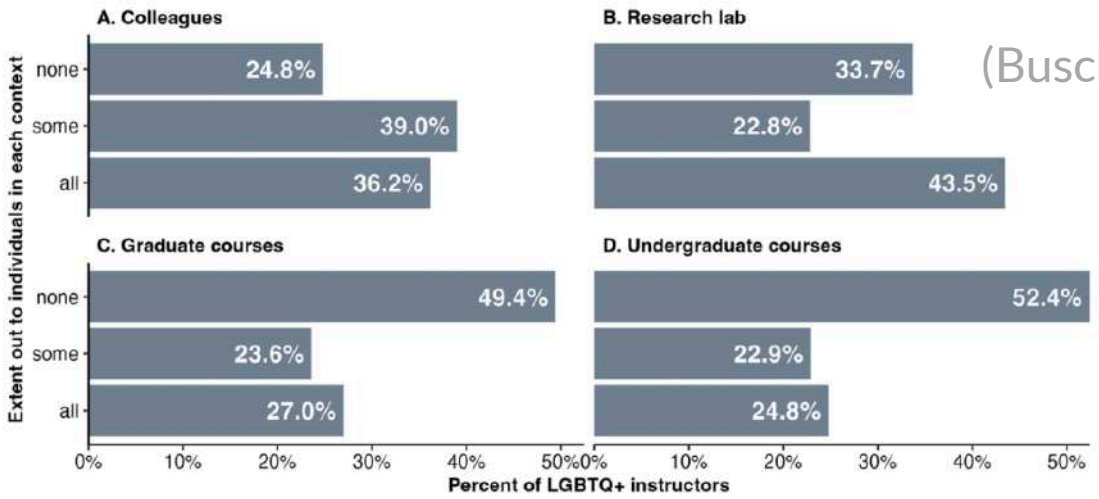


(Dyer 2019)

Closeting: forced invisibility

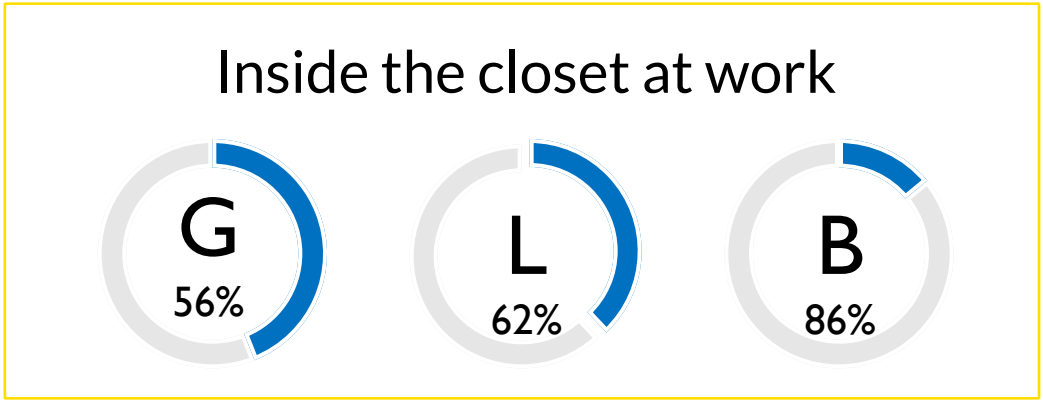
41% of LGBTIQA+ people socially out of the closet (18-25 years old), have returned to the closet upon entering the labor market.

75% of LGBTIQA+ people have at some point hidden it at work.



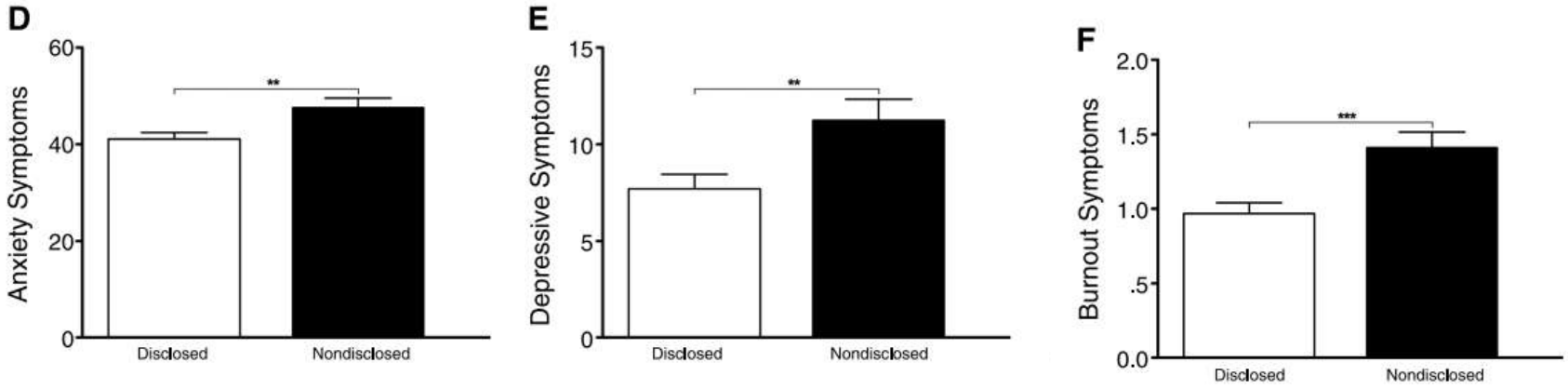
(Busch 2024)

FIGURE 1. Percent of LGBTQ+ instructors who are out to all, some, or none of the individuals among (A) their colleagues, (B) the graduate students and postdocs in their research lab, (C) the students in the graduate courses they teach, and (D) the students in the undergraduate courses they teach.

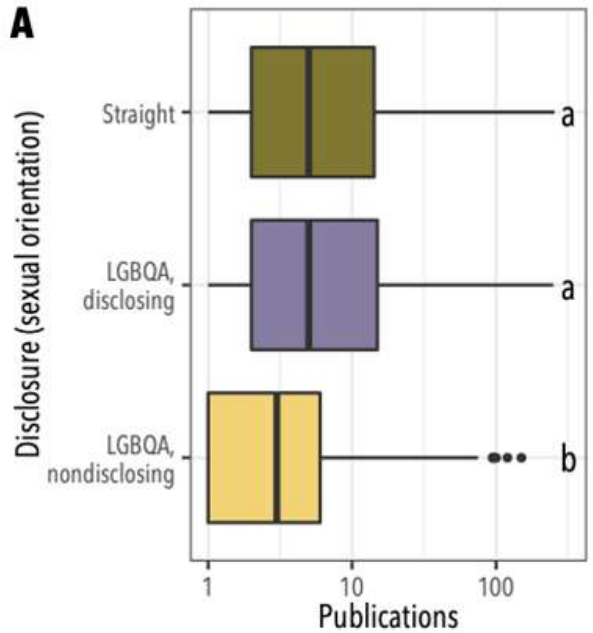


(Dyer 2019)

Closeting has consequences



Psychosomatic Medicine 75:00Y00 (2013)



(Nelson 2022)

Lack of knowledge

In comparison to work on women and historically excluded racial/ethnic minority students in science, technology, engineering, and math (STEM), research on sexual and gender minority (SGM) students in STEM is somewhat incipient. There is little

(Campbell-Montalvo 2022)

Science is responsible

RECOGNIZING HISTORICAL INJUSTICES IN MEDICINE AND THE *JOURNAL*

A Legacy of Cruelty to Sexual and Gender Minority Groups

Jessica Halem, M.B.A., Jen Manion, Ph.D., and Carl G. Streed, Jr., M.D., M.P.H.

This article is part of an invited series by independent historians, focused on biases and injustice that the Journal has historically helped to perpetuate. We hope it will enable us to learn from our mistakes and prevent new ones.

An accounting of medical injustices against members of sexual and gender minority (SGM) groups (including lesbian, gay, bisexual, transgender, and queer [LGBTQ+] people) requires unearthing the cruel, inhumane, and stigmatizing articles published in the *Journal*, which has pathologized homosexuality and gender nonconformity even as recently as the 2010s. Given this history, it should not be surprising that LGBTQ+ communities face health disparities and outsized ill effects related to every major disease.[1] When HIV/AIDS arrived in the 1980s, much of the medical community deemed it to be merely the latest manifestation of a perverse and diseased existence. The simple fact is that to protect themselves from further harm, LGBTQ+ people avoid care at deadly costs.[2] The legacy of characterizing SGM people as deviant and disturbed persists, playing out in examination rooms, medical schools, and state houses to this day.

(Halem 2024 — NEJM)

core LGBTIAQ+ concepts

Key concepts

I
A
+

(The Safe Zone Project 2018)

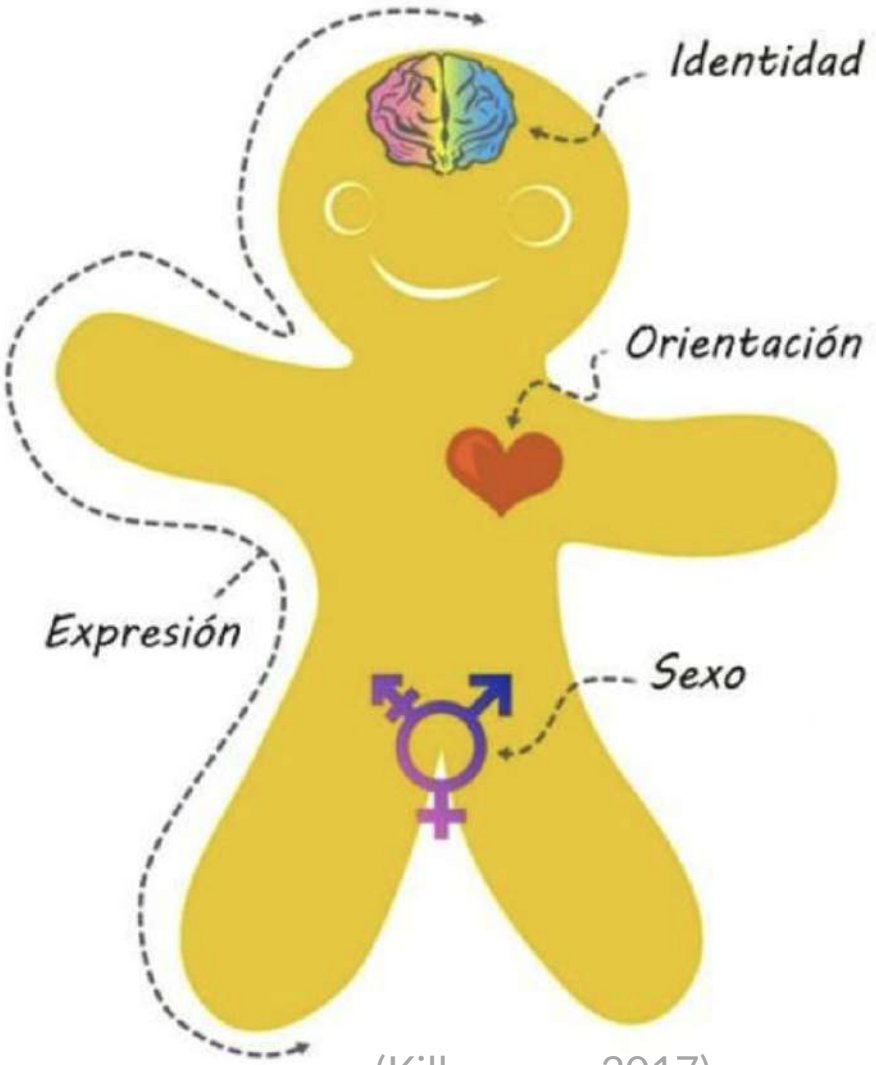
Key concepts

- Sex – biology

- Gender:
  - Social
  - Psychologic / identity
  - Expression

- Everything's a continuum

and…



(Killermann 2017)

Key concepts

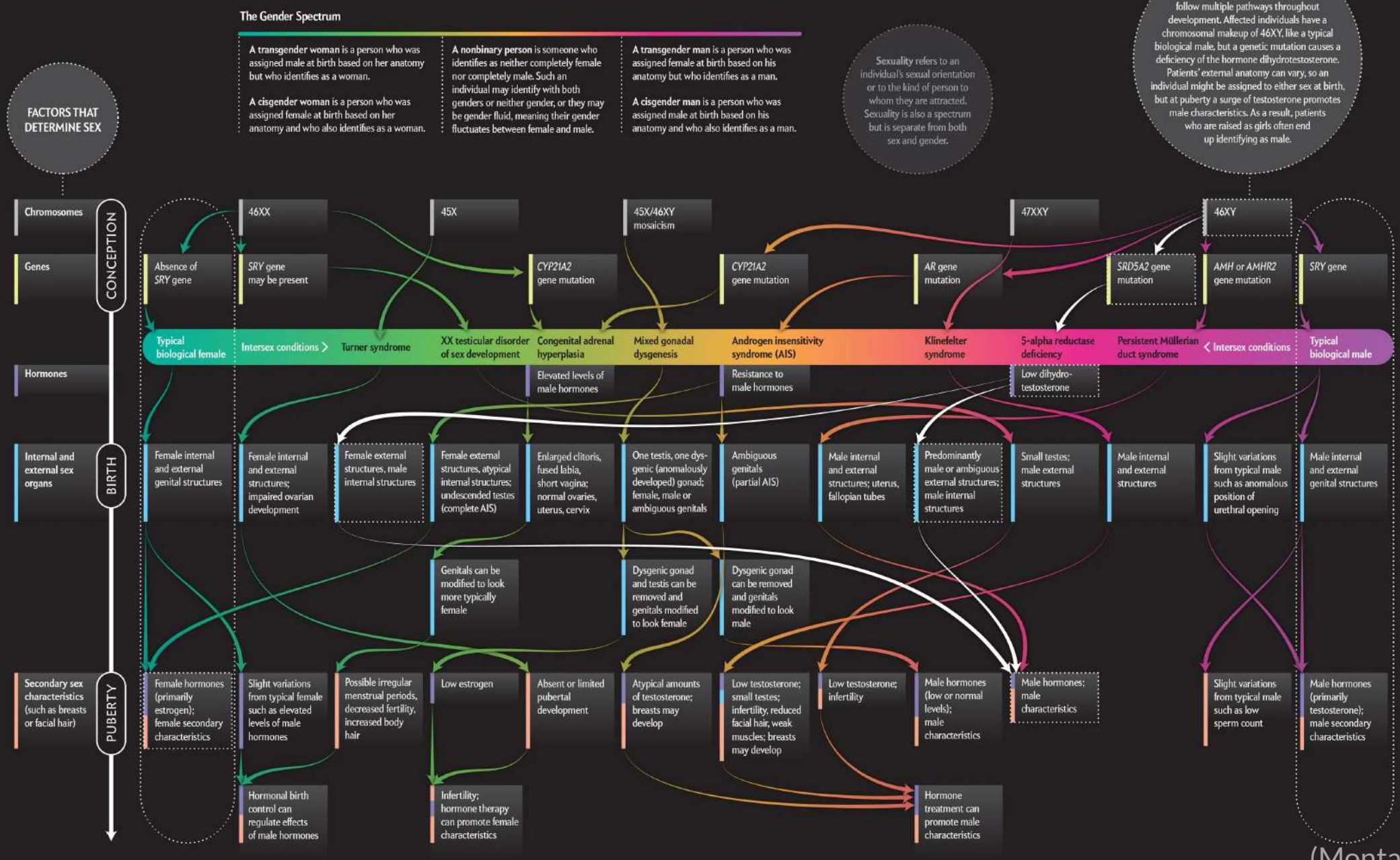
Gender goes beyond “man and woman”

… and comprises oppression based on sex and gender.

La transformación del concepto de género, que inicialmente aludía a una visión cultural de 'Women´s Studies' (Echols, 1989; Bohan, 1993; Lott, 1990; Morawski, 1990; Unger, 1990), desde la desigualdad entre los sexos y androcentrismo científico, se ve reflejada en estudios post estructuralistas (Butler, 2002, 2004, 2006, 2007; Preciado, 2002, 2011; De Lauretis, 1989, 1991, 2000; Lamas, 1996, 1999, 2002, 2007) que establecen la opresión y limitación en que la normatividad heterosexual impone otras subjetividades e identidades de los sujetos y sugieren una reinterpretación de los géneros.

(Liscano Rivera 2016)

… sex is complex …



(Montañez 2024)

Decisions about which traits or sets of traits are used, in what combination, and for what purpose are inextricably tied to why sex categorisation exists and whom or what it serves. Far from neutral or objective, sex classification and definition rely on cultural norms about the "appropriate" relationships between sex, gender, and sexuality, and work in tandem with power to support social norms and goals as well as sociopolitical hierarchies that determine opportunities, rights, and privileges.

… sex is defined culturally …

Not surprisingly, there is a long history of using—and misusing—discrete biological criteria to determine sex and thereby include or exclude certain people from categories.

Science does not drive these policies; the desire to exclude does. This intentional gerrymandering of sex opportunistically uses the idea of "biological sex"—which lends a

(Karkazis 2019 - The Lancet)

Key concepts

… gender gets embodied…

Pathways of embodying discrimination, involving exposure, susceptibility, and responses to:

Economic and social deprivation: at home, in the neighborhood and other socioeconomic regions

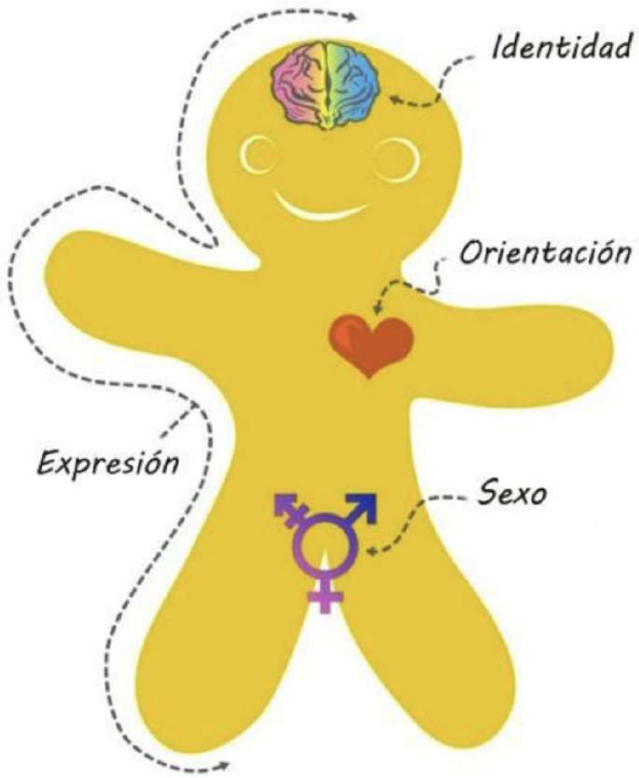
Toxic substances and hazardous conditions (pertaining to physical, chemical, and biological agents): at home, at work, and in the neighbhood

Socially inflicted trauma (mental, physical, or sexual, ranging from verbal to violent): at home, at work, in the neighborhood at large

Targeted marketing of legal and illegal psychoactive and other substances (alcohol, tobacco, other drugs, junk food)

Inadequate health care, by health care facilities and by specific providers (including access to care, diagnosis, treatment)

(Krieger 1999)



(Killermann 2017)

"How people identify shapes not only their experiences of marginalization, but also their bodies — be it by influencing their smoking habits, whether they exercise, what they eat or whether they undergo hormone therapy or transition-related surgeries."

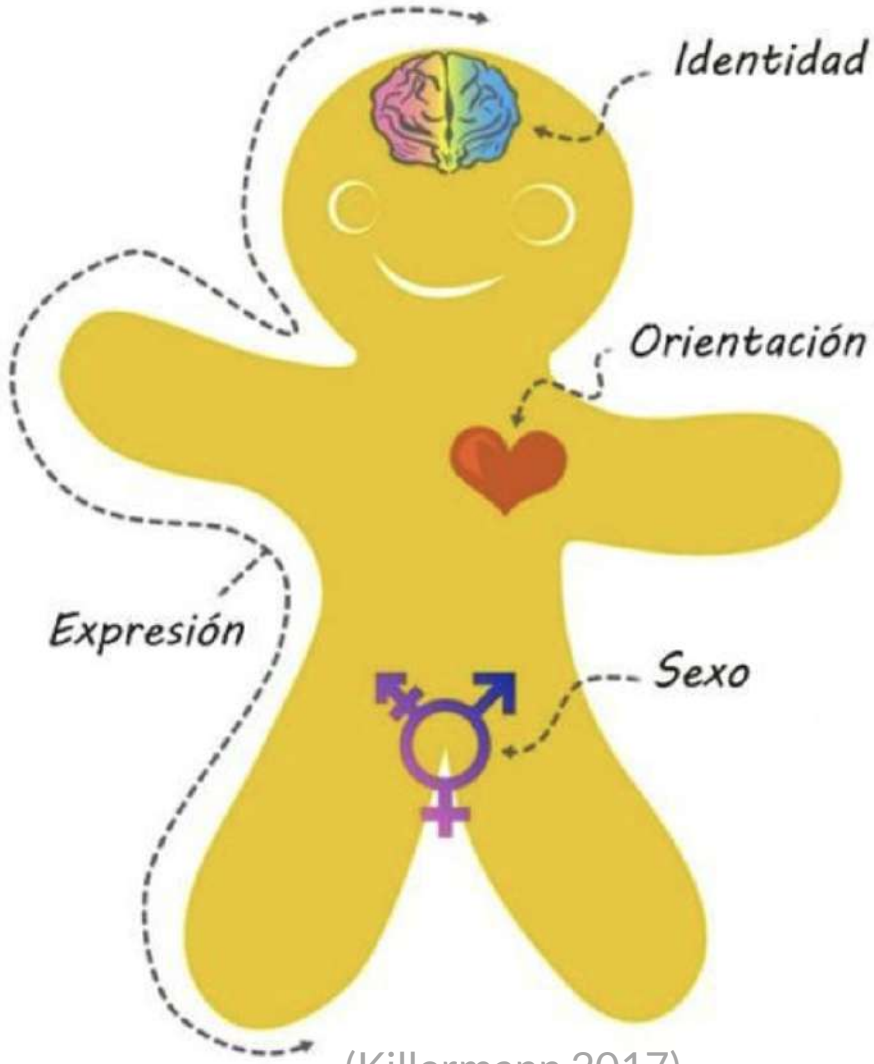
(Ashley 2024)

Key concepts

… sex and gender are “entangled”
= literally inseparable and co-constituted

- → “sex/gender”
- e.g. testosterone: a factor often included in the category of sex but which is also responsive to gendered aspects of behavior and experience related, for example, to nurturance, competition, aggression, and sexual activity

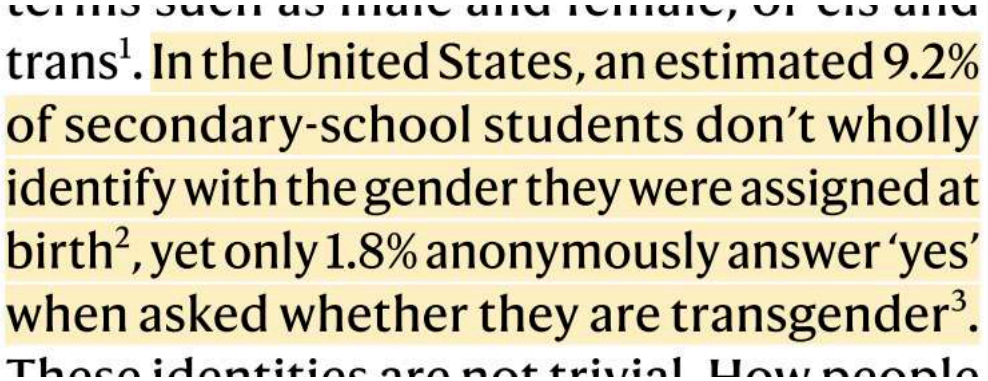
(Dubois 2025)



(Killermann 2017)

Key concepts

Queer people are widespread!

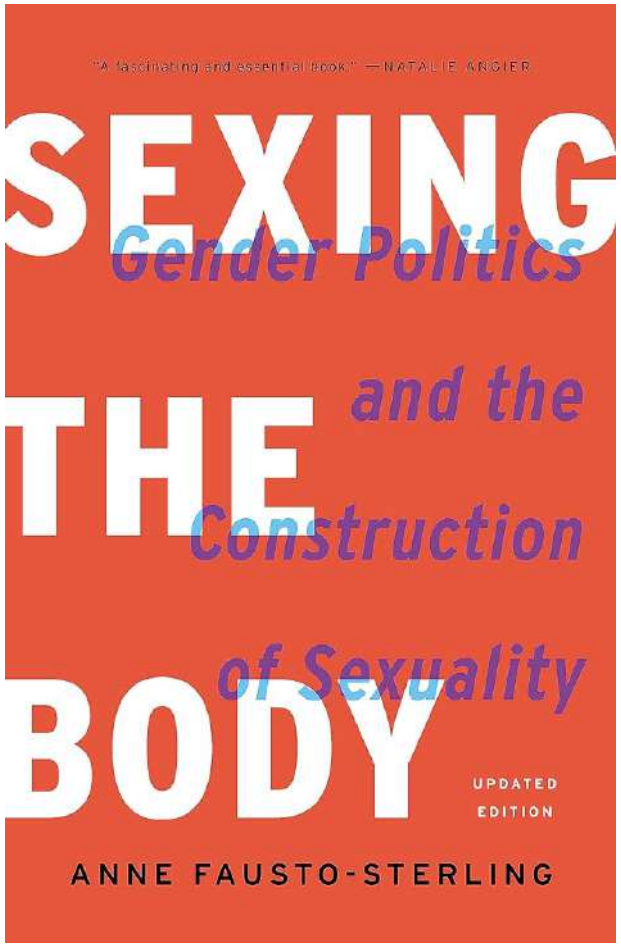


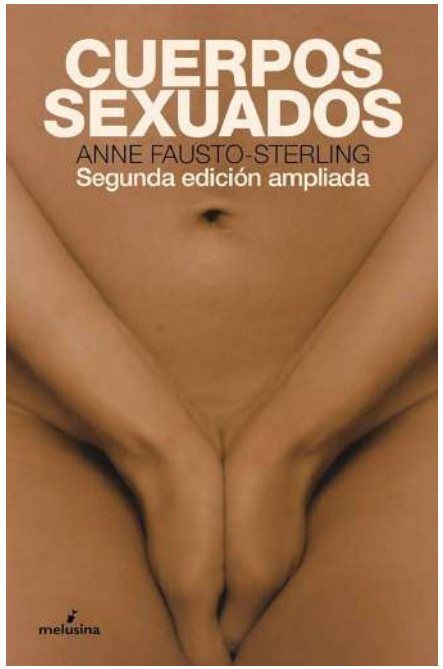
terms such as male and female, or cis and trans[1]. In the United States, an estimated 9.2% of secondary-school students don't wholly identify with the gender they were assigned at birth[2], yet only 1.8% anonymously answer 'yes' when asked whether they are transgender[3]. These identities are not trivial. How people

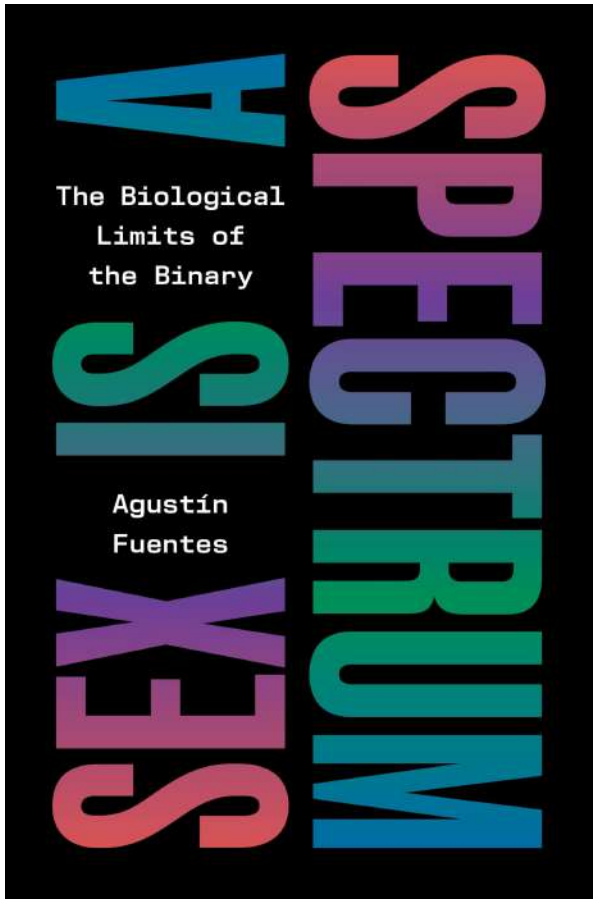
(Ashley 2024)

Key concepts

More on these topics:





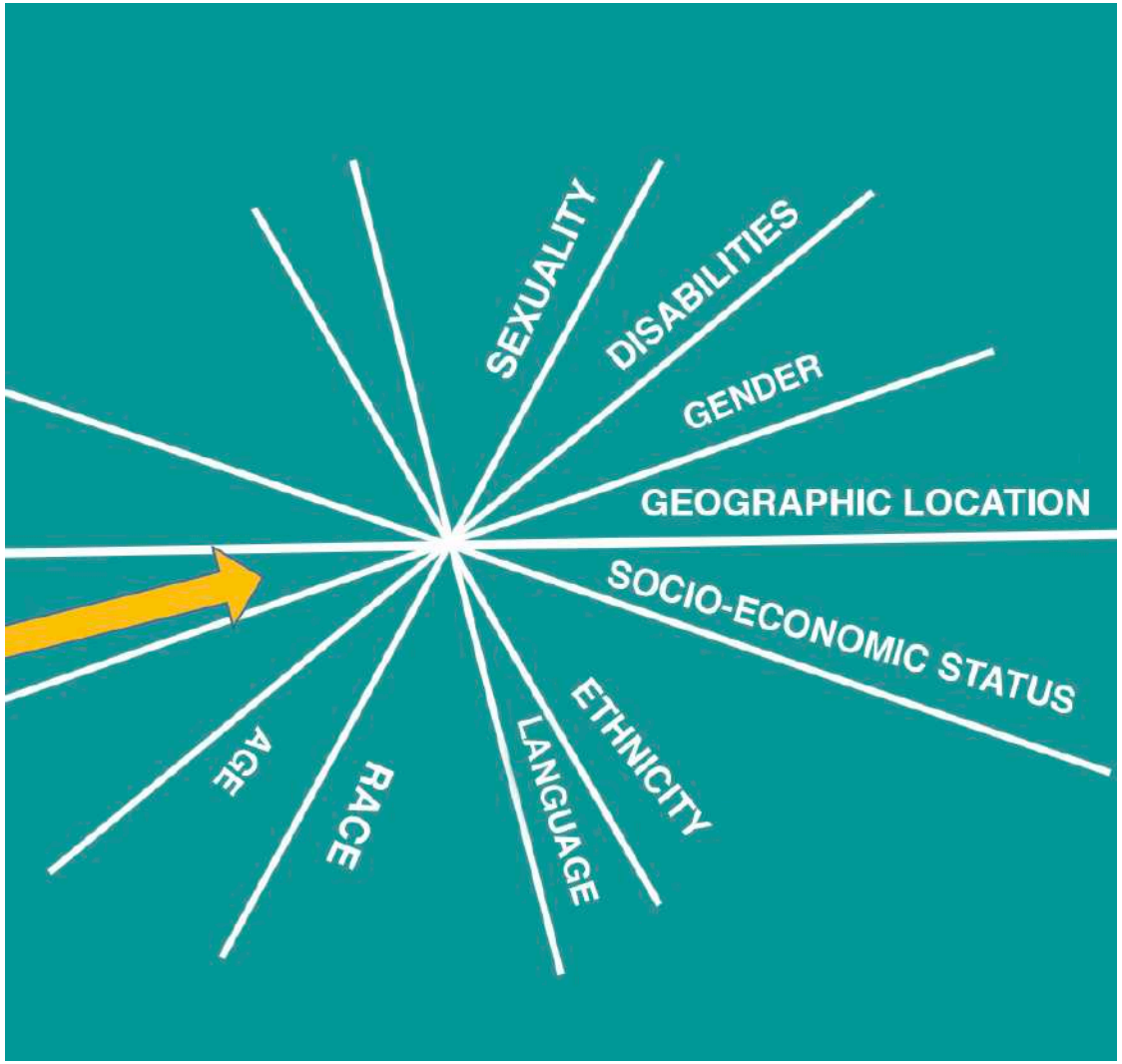


Key concepts - intersectionality

INTERSECTIONALITY

overlapping or interdependent systems of discrimination related to age, disabilities, ethnicity, gender, geographic location, sex, socioeconomic status, sexuality, etc.

We should not consider gender in isolation.
Gender identities, norms and relations shape and are shaped by other social attributes.



(Schiebinger 2025)

Key concepts - intersectionality

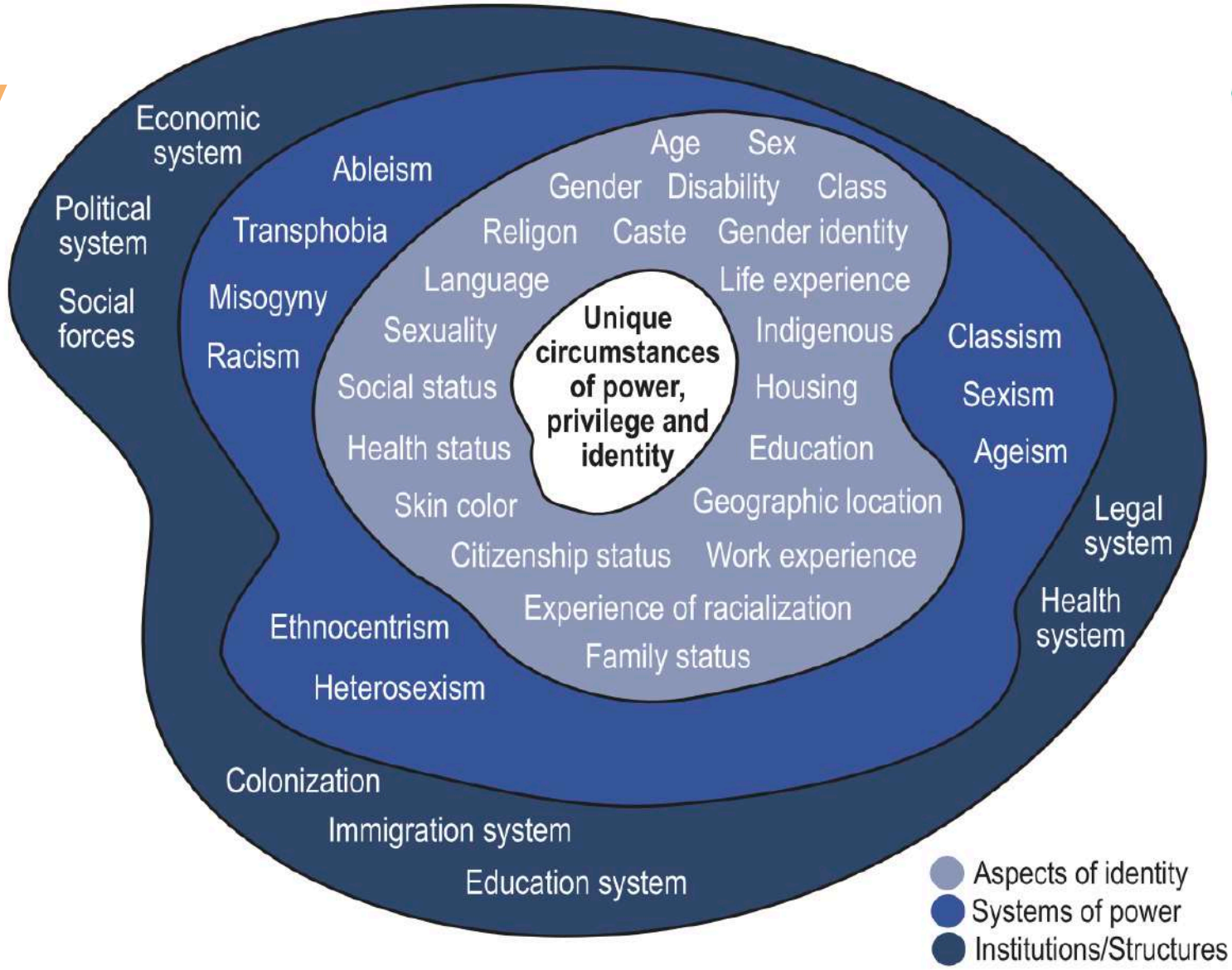
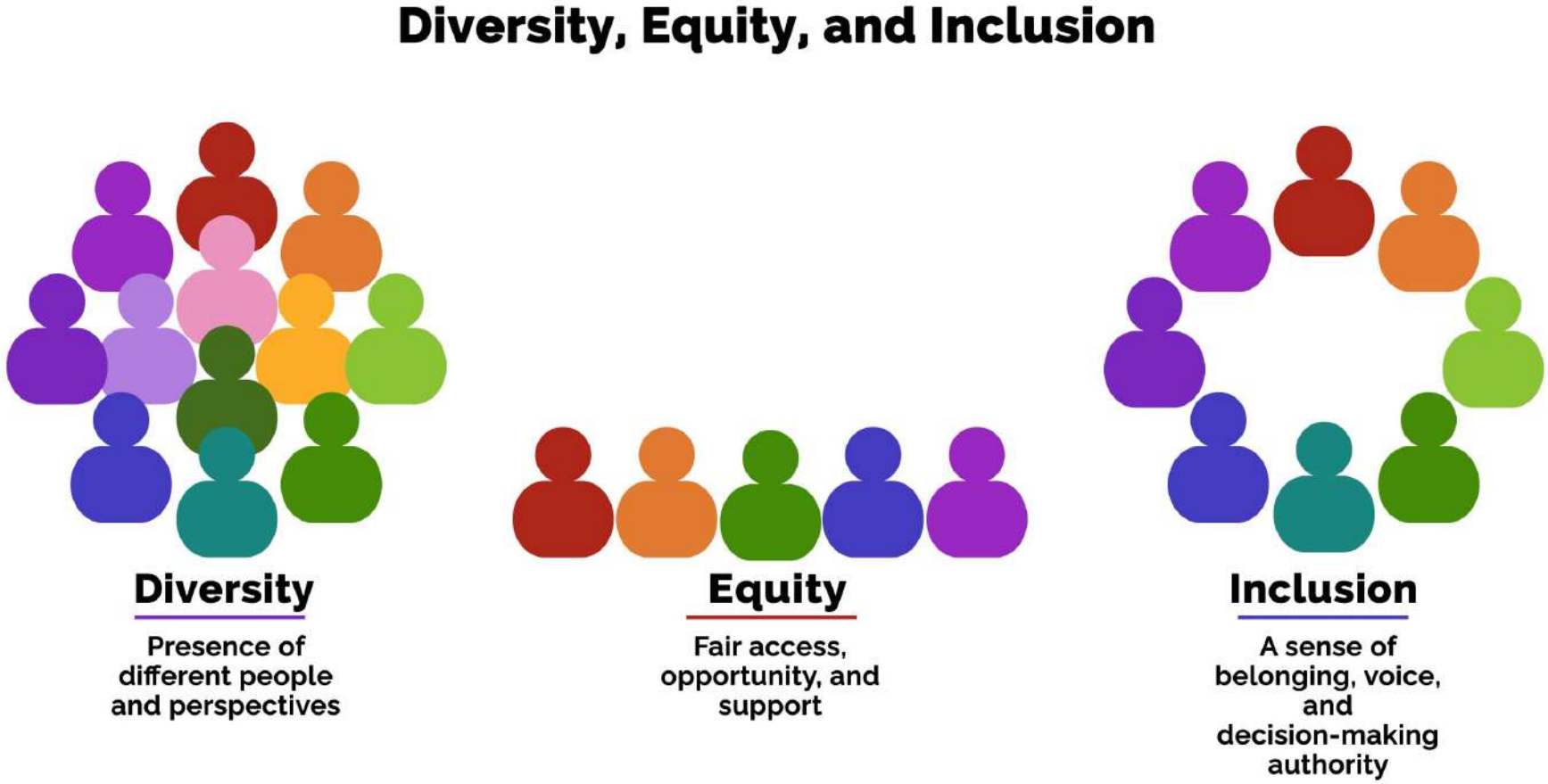


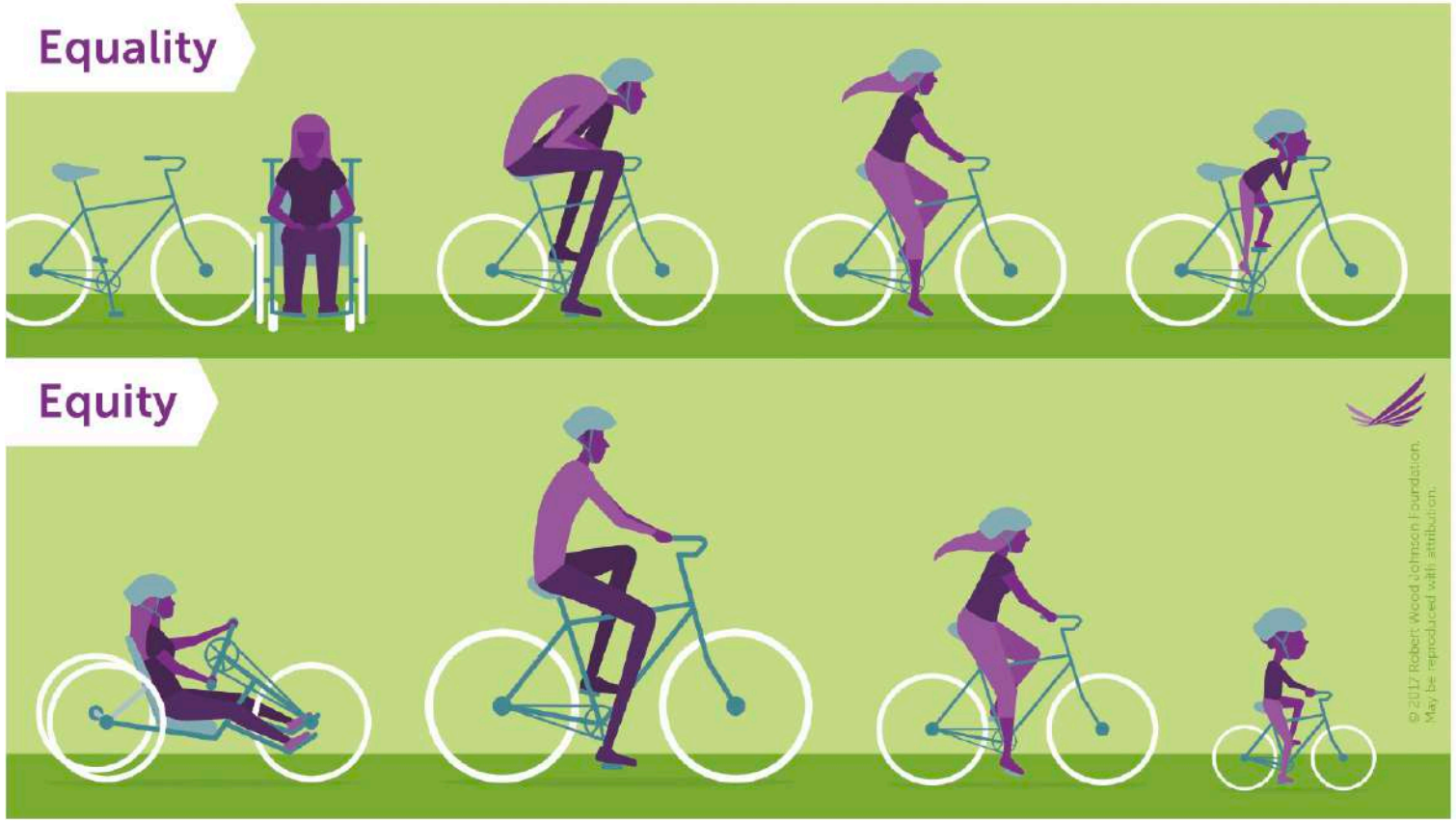
Figure 12.1 Graphical representation of intersectionality by CRIAW-ICREF, redrawn and used with permission.

(Brewis 2025)

Key concepts - EDIA



Key concepts - equality



(National Academies of Sciences, Engineering, and Medicine, 2023)

Key concepts - EDIA

mirada LGTBI+

Modern science is rooted in diversity:

it can surface if ignored.

Science has already been through one revolution in diversity. Traditional academic silos that held subjects as distinct disciplines have crumbled. Interdisciplinary research now sets the agenda in many fields, especially those with a direct impact on society, such as climate-change research. That shift, although beneficial, was not entirely spontaneous. It was managed and encouraged by senior scientists and funders, who saw the pay-off. To fully develop the benefits of diversity, to ensure that science becomes fully inclusive, similar intervention is necessary — even if it is as simple as a busy lab head stopping to consider the issue for the first time.

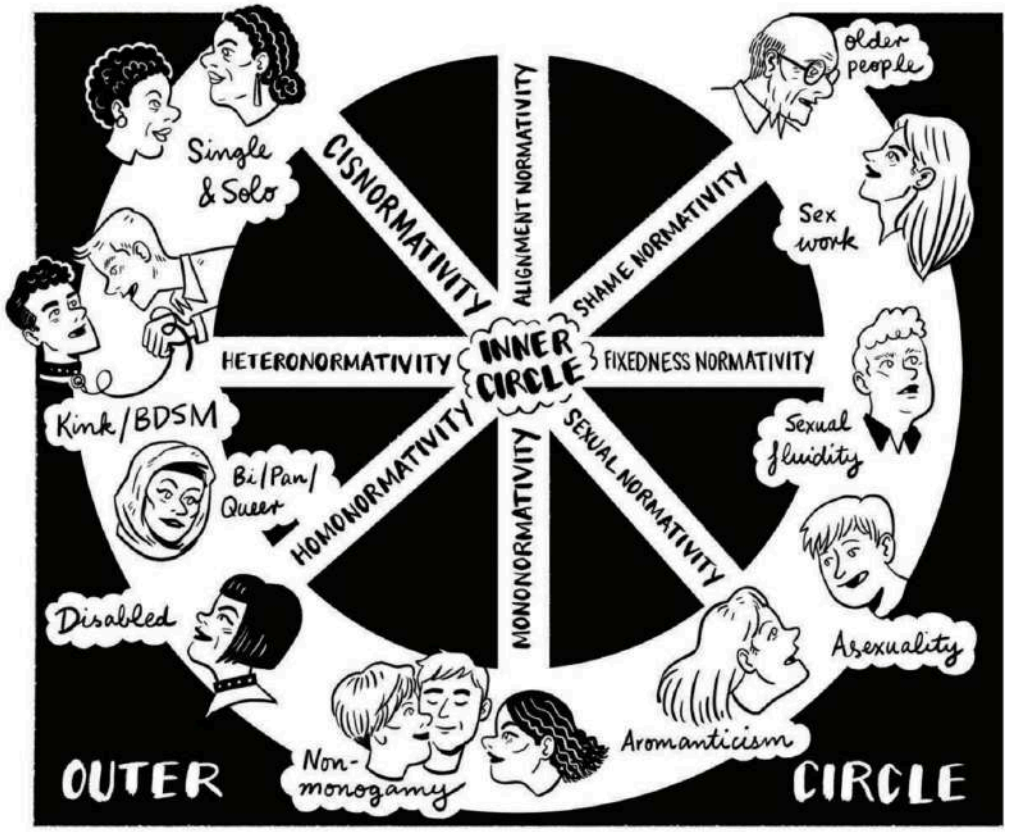
(Nature 2014)

Key concepts - diversity

“Diversity” should not be a cover word for “LGBTIAQ+”:

Por otra parte, no podemos perder de vista el mal uso que a menudo hacemos del propio concepto de "diversidad", que con frecuencia empleamos para aludir a un otro que se sale de la normalidad cuando lo que debería hacer es designar una cualidad intrínseca de la condición humana: su pluralidad. Al identificar la idea de diversidad sexual con las personas LGBT se asume que las personas heterosexuales y cisgénero (es decir, aquellas que no son trans) no son diversas o que sus prácticas de género y eróticas son homogéneas y siguen un único patrón; es decir, que siguen adecuadamente la norma, lo cual es falsear la realidad y construir a las personas LGBT como una clase distinta de personas. El deslizamiento de la "diversidad sexual" como sinónimo de "personas LGBT" en el que frecuentemente incurrimos, activa una suerte de principio de excepcionalidad que provoca que las personas que no se definen como LGBT encuentren "dificultades para problematizar políticamente sus propios incumplimientos normativos" (Guasch, 2016: 46). Esto redunda, además, en la clasificación del "otro" (de la persona trans, gay, lesbiana, bisexual) como una categoría especial de persona a la que se atribuyen (individual y colectivamente) cualidades especiales, dando lugar a lo que se conoce como "homofobia diferencialista" (Welzer-Lang, 2002: 71).

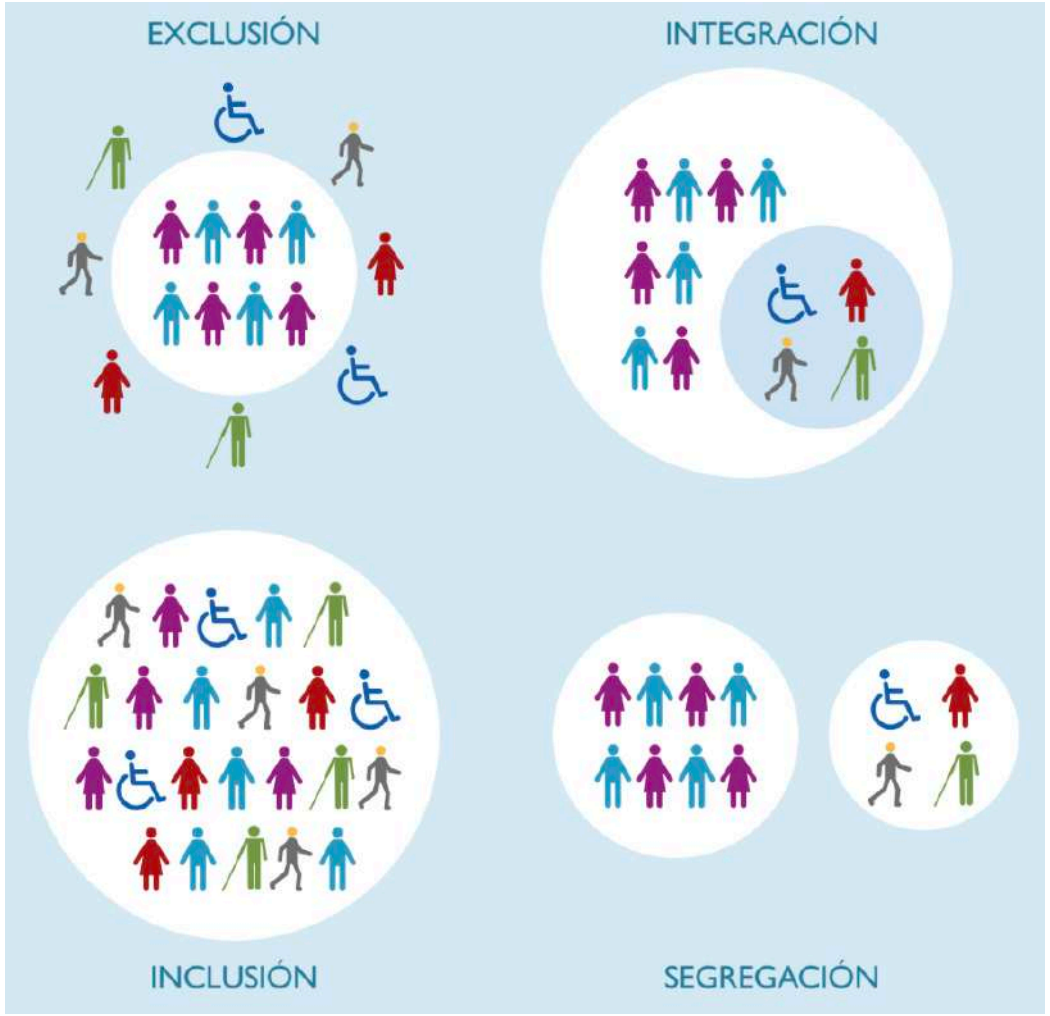
(Pichardo-Galán 2019)



(Iantaffi 2018)

Key concepts - inclusion

(Iriarte-Rodríguez 2025)



La inclusió en l'educació superior implica no només garantir l'accés, sinó també proporcionar el suport adequat per assegurar la retenció i l'èxit acadèmic i la participació plena de tot l'alumnat

(Generalitat de Catalunya, 2024)

mirada
LGTBI+

good practices

BSC AI Factory

GET TOGETHER - UNITE!

In your center, society, etc. —> LGBTIAQ+ALLIES INTEREST GROUPS

mirada LGTBI+

OUT TO INNOVATE

PRISMA

RED EMPRESARIAL POR LA DIVERSIDAD E INCLUSIÓN LGBTI

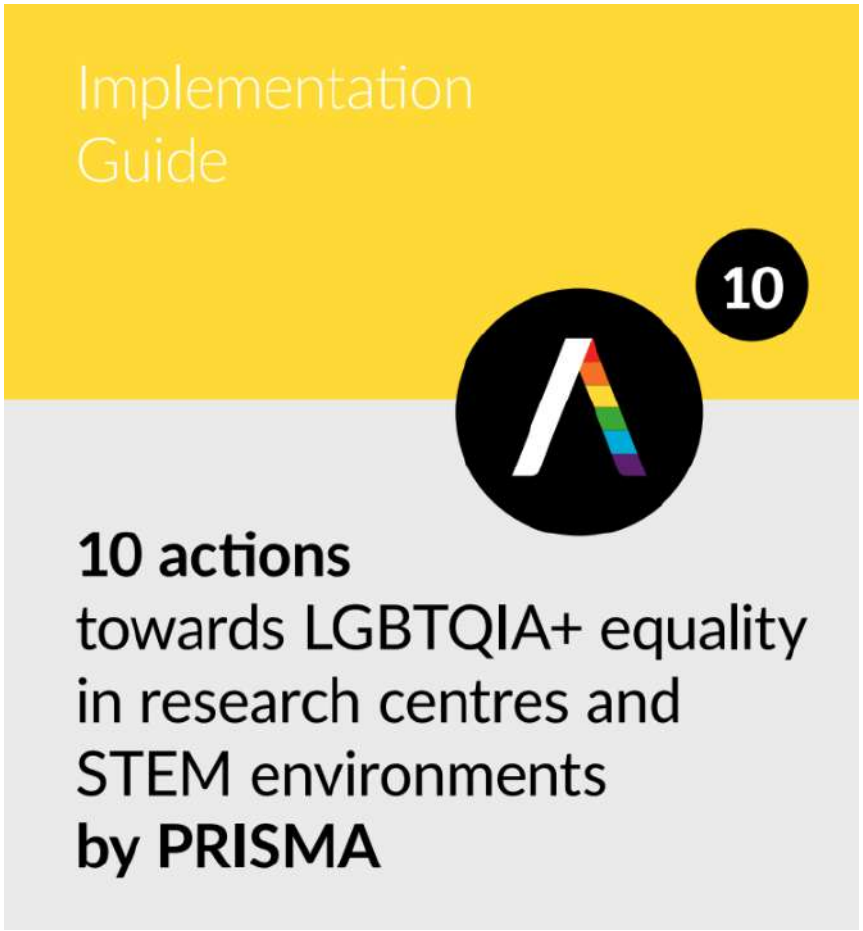
maricorners

FELGTBI+ Federación Estatal de Lesbianas, Gais, Trans, Bisexuales, Intersexuales y más

mirada LGTBI+

500 QS

BSC AI Factory



English translation supported by:

CALIPER
Gender Equality in STEM Research

BSC AI Factory

Three steps, one philosophy

EDUCATION

PROTECTION

VISIBILITY

INTERSECTIONALITY

BSC AI Factory

1 Education

ACTION 1

Provide **training** on LGTBIQA+ issues. to the staff of STEM centers

- Through outreach workshops, informative posters, best practice manuals...
- Does it reach...
  - People in charge?
  - Recruitment panels?
  - Reluctant staff…
- Important tip: Separate approaches for junior and senior staff

BSC AI Factory

1 Education

ACTION 2

Support LGBTQIA+ visibility and equality in **outreach** actions.

- We are often ambassadors of the STEM world in highschools and universities through seminars, outreach activities, undergrad and Master theses...
- The way we are perceived is critical for potential vocations.

BSC AI Factory

2 Protection

ACTION 3 - Establish safe channels to report discrimination and harassment within work centres.

EXAMPLE: CODE OF CONDUCT

Full example in the guide

It is important to us that our project and its related activities be not only safe and harassment free, but a positive and affirming space for everyone involved.

We honour all gender identities, races, sexualities, body types, economic backgrounds, abilities, religious beliefs, health-related aspects, and overall ways of human being. We believe that diversity of experiences is key to successful collaborations. All team members, participants, collaborators, students and event attendants, are expected to follow this code of conduct both in person and throughout interactions in virtual spaces. Any disruption of this code of conduct will be firmly addressed both at institutional level and at project/event level.

EXAMPLE: ANTI-HARASSMENT PROTOCOL

BSC AI Factory

2 Protection

ACTION 4 - Ensure equal opportunities in recruitment and selection processes, especially for for trans and gender nonconforming people.

BSC AI Factory

2 Protection

ACTION 5
Establish **transition protocols** and guidelines

Different targets, different information:

- Be prepared before the need comes up
- Make it simple and rely on self-determination
- Avoid unwanted exposure. Agree on deadlines and forms.
- Help educate co-workers.

BSC AI Factory

2 Protection

ACTION 6 - Avoid binary gender classifications

EXAMPLE: FORMS

Gender (not sex)

- ❑ Male → Man
- ❑ Female → Woman
- ❑ Non-binary (!)
- ❑ Rather not to say (!)

Other considerations

- ○ Are you really going to use the information?
  - ○ Statistical purposes or just inertia?
  - ○ Don't segregate trans and cis responses unless addressing trans needs
  - ○ If asking for sensitive information, explain why
- ○ A more detailed identity breakdown usually leads to confusion and problematic definitions

BSC AI Factory

ACTION 6 - Avoid binary gender classifications

EXAMPLE: PRONOUNS

Plus, really helpful in international environments

Indicate yours before asking

2 Protection

ACTION 6 - Avoid binary gender classifications

All-gender lavatories

Tip: take the chance to educate!

Trans and gender nonconforming students deserve to have a place to use the facilities where they feel safe, regardless of their identity. Many trans and gender nonconforming people report feeling unsafe in bathrooms, sometimes to the point where they will not use the restroom at all in public.

There are also benefits for people who do not identify as trans or gender nonconforming. For example, someone who has a child whose gender differs from their own can now bring their child into the same restroom, rather than sending the child in alone. The same idea applies to individuals who have caregivers of a different gender; this way the caretaker could accompany them and assist them in the restroom.

SOURCE: EVERETT COMMUNITY COLLEGE

BSC AI Factory

2 Protection

ACTION 7

Reject pseudoscientific discourses used to discriminate against the LGTBIQA+ collective.

- Listen to complaints regarding events organized in the center
- Do not allow debates on fundamental rights (transphobia shouldn't be a debate!)
- Do not provide a budget or allow lines of research that call into question fundamental rights or scientifically proven realities.
- Conversion therapy is still legal in many places!

BSC AI Factory

3 Visibility

ACTION 8

Showcase LGTBIQA+ **role models** in STEM, as well as institutional support towards said community

- Historical and prestigious role models (campaigns on important dates)
- Closer role models (round tables, interviews...)
- Strive for a representative balance, beyond normative gay men.

BSC AI Factory

3 Visibility

ACTION 9

Maintain a **feminist** and instersectional perspective in all actions carried out within this framework.

- Avoid reproducing inequalities within the LGBTQIA+ group itself.
- Contact associations specialized in other axes of diversities.
- Coordinate gender equality and LGTBIQA+ policies.

BSC AI Factory

3 Visibility

ACTION 10 - Promote research and discussion on STEM topics that affect the LGTBIQA+ collective, involving diverse work teams.

Medicine, anthropology or biology (among others), have found gaps in research or biased interpretations due to the lack of diversity in approaches and the production of science from a single reality.

- Let's promote a more diverse and higher quality science.
- Let's form teams that are as heterogeneous as possible.
- Let's promote research that takes into account the LGBTIQA+ experience.

BSC AI Factory

ACTION 10b

Take into account gender and diversity perspectives in all your research

Gender and diversity perspectives in your research

HOW (1):

- TEAM:
  - Hiring
  - Advisory board
  - Internal working groups
  - Partner with specialists

- Use gender/diversity-respectful LANGUAGE.

- …

Gender and diversity perspectives in your research

HOW (2):

SEARCH:

- Perform literature searches with "gender" and "sex" (etc) along with your research topic.
- Expand your perspective beyond biology to reflect on how psychosocial factors may influence health outcomes and consider the multidimensionality of gender (identity, norms and relations).
- Search for relevant factors intersecting with 'sex' (e.g. genetic, physiological, hormonal, anthropometric, biomechanical, injury thresholds, levels of pain tolerance, etc.) or 'gender' (age, socio-economic status, ethnicity, etc.) that could be relevant to your research study
- Include gender, sex (etc.) as confounder or interaction variables
- Stop to ASK YOURSELF: considerate (gender) biases in data collection, analysis, and reporting.

Gender and diversity perspectives in your research

ASK YOURSELF…

- Who will benefit, and who will not?
- What gender norms or relations might be transformed or reinforced?
- What opportunities might be missed by not considering the relevance of sex and gender?
- Are you using explicit or implicit assumptions about sex and/or gender? What are these assumptions?
- … Are these assumptions based on empirical evidence and supported by research on sex and gender?
- … If not, what issues related to sex and gender are being omitted or addressed in a biased way?
- How should the concepts and theories be reformulated? What implications does this reformulation have for the research design?
- Is it substantiated why women/female or men/male or diverse individuals are included (or excluded) in the experiment(s)?
- Do you identify the sex of the cells, tissues or animals being used?
- How will you guarantee equal numbers of sex/gender-diverse individuals?
- Is oversampling needed to ensure a sufficient number of sex/gender-diverse participants?
- Has sex/gender been considered as a potential barrier to participation?

Hipàtia Group 2024 (“Incorporating the sex and gender perspective in research content: a toolkit”)

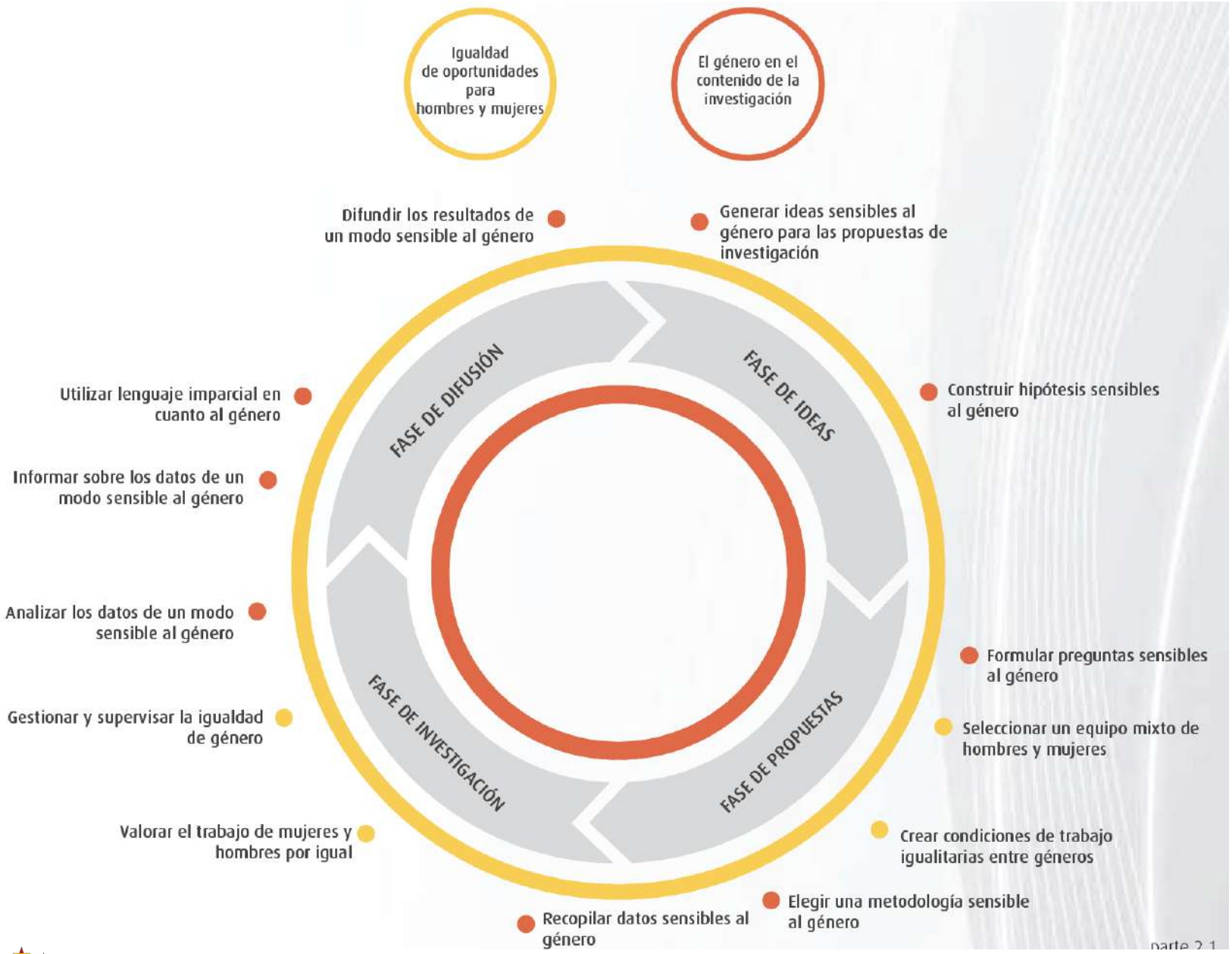
Gender and diversity perspectives in your research

Impact of research / tech:

- Effects on different gender
  - positive -> good
  - negative -> compensate / adapt
  - neutral -> check better!
- Relationship with current inequalities

Co-create:

- Topics of research
- Approaches to research
- Include in advisory board
- Research outputs (outreach)



(Yellow Window Management Consultants 2011)

Igualdad de oportunidades para mujeres y hombres en la investigación

- [ ] ¿Existe equilibrio de género en el consorcio y en el equipo del proyecto a todos los niveles y en los puestos de toma de decisiones?
- [ ] ¿Las condiciones de trabajo permiten a todos los miembros del personal combinar el trabajo y la vida familiar de una manera satisfactoria?
- [ ] ¿Existen mecanismos para gestionar y monitorizar los aspectos relativos al género, por ejemplo, las estadísticas de la plantilla, tal y como requiere el 7PM?

El género en el contenido de la investigación

Fase de ideas:

- [ ] Si la investigación engloba a los seres humanos como objetos de la misma, ¿se ha analizado la relevancia del género para el tema?
- [ ] Si la investigación no afecta directamente a los seres humanos, ¿están suficientemente claras las relaciones entre hombres y mujeres?
- [ ] ¿Se ha revisado la documentación y otras fuentes relacionadas con las diferencias de género en el campo de la investigación?

(Yellow Window Management Consultants 2011)

Fase de propuestas:

- [ ] ¿La metodología asegura que se van a investigar las posibles diferencias de género, que se van a recoger y analizar los datos diferenciados por el sexo/género durante todo el ciclo de proyecto y que formarán parte de la publicación final?
- [ ] ¿La propuesta explica de manera explícita y exhaustiva cómo se van a tratar los aspectos relativos al género, por ejemplo, en un *work-package*?
- [ ] ¿Se han tenido en cuenta los resultados e impactos de la investigación que pueden ser diferentes en mujeres y hombres?

Fase de investigación:

- [ ] ¿Están los cuestionarios, encuestas, grupos de discusión, etc. diseñados para aclarar las diferencias relevantes de sexo y/o género en los datos?
- [ ] ¿Están los grupos que forman parte del proyecto (por ejemplo, muestras o grupos de pruebas) equilibrados en cuanto al género?
  ¿Se analizan los datos según la variable de sexo? ¿Se analizan otras variables relevantes respecto al sexo?

Fase de difusión:

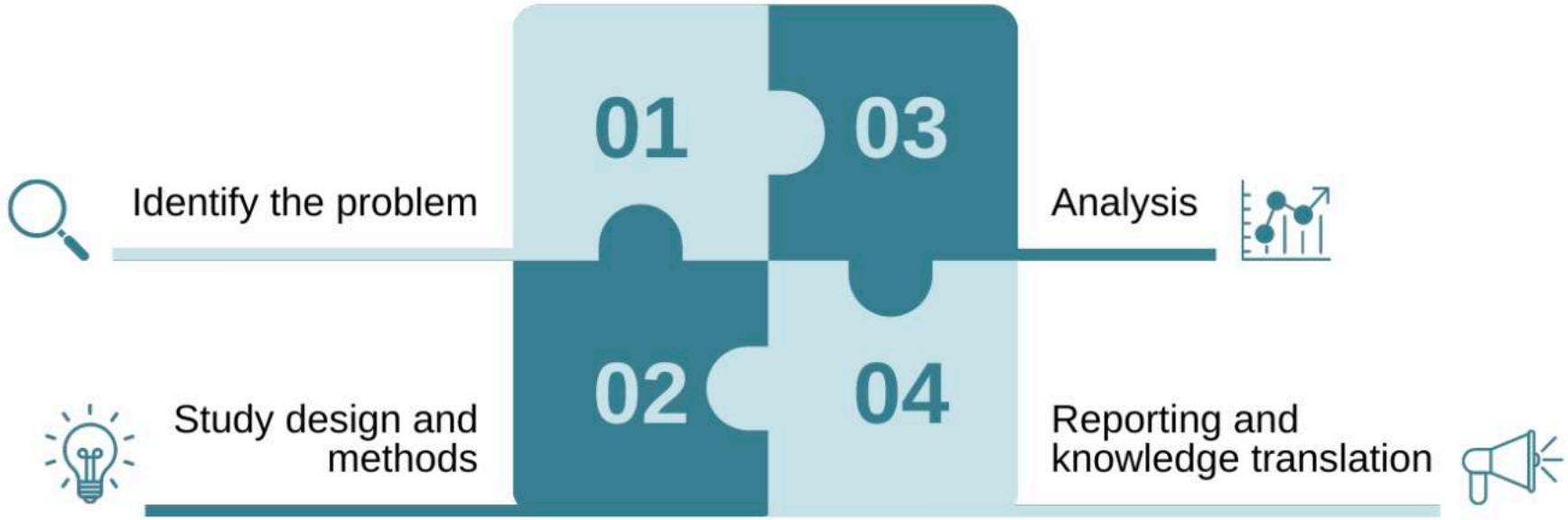
- [ ] ¿Los análisis presentan estadísticas, tablas, figuras y descripciones que se centran en las diferencias relevantes de género que hayan surgido durante el transcurso del proyecto?
- [ ] ¿Se incluye a las instituciones, departamentos y publicaciones que se centran en el género entre los grupos objetivo de la difusión, junto con las principales revistas de investigación?
- [ ] ¿Se ha tenido en cuenta alguna publicación específica o acto que incluya conclusiones con respecto al género?

mirada LGTBI+

BSC AI Factory

(Yellow Window Management Consultants 2011)

THE SEX AND GENDER PERSPECTIVE IN RESEARCH TOOLKIT



(Solans-Domènech 2022)

THE SEX AND GENDER PERSPECTIVE IN RESEARCH TOOLKIT

mirada LGTBI+

Identify the problem

Was sex/gender issues addressed in previous studies?

Compare your research efforts to existing literature with the help of the table below to assess how you are dealing with sex/gender issues:

Sex/gender differences (or lack thereof)	*Documented in the literature*	*Not documented in the literature*
Addressed in your research	Adequate	Innovative: new knowledge, gaps or questions developed
Not addressed in your research	Missing relevant aspects: you will need to look further into how sex/gender can play a role in your research	Sex/gender aspects remain to be studied

Perform literature searches with adequate terms for "gender" and "sex" (Oertelt-Prigione et al, 2010). Include the term sex and gender or sex differences or gender differences in your literature search along with the condition or phenomenon of interest (Song et al, 2016). During the literature review, expand your perspective beyond biology to reflect on how psychosocial factors may influence health outcomes and consider the multidimensionality of gender (identity, norms and relations), if applicable. Search for relevant factors intersecting with 'sex' (e.g. genetic, physiological, hormonal, anthropometric, biomechanical, injury thresholds, levels of pain tolerance, etc.) or 'gender' (age, socio-economic status, ethnicity, etc.) that could be relevant to your research study.

(Solans-Domènech 2022)

THE SEX AND GENDER PERSPECTIVE IN RESEARCH TOOLKIT

Does the research question(s) or hypothesis/es make reference to sex/gender issues?

- ☑ Can the research project identify or explain sex/gender differences in the intervention/treatment/outcomes under study?
- ☑ Can the research project establish that there are no sex/gender differences in the intervention/treatment/outcomes under study?
- ☑ Has the research project the intention to study sex/gender as confounder or interaction variable while testing study hypothesis?

Clearly state who is likely to benefit from the study. Detail the research questions so that it reflects the population under investigation (and avoid unspecified terms like 'adult' or 'patient'). Clear articulation of the type of research question being considered with respect to sex/gender. When investigating diverse individuals, make sure the research questions don't take the man/male as the 'standard' by which the woman/female is evaluated. Consider what output may be missing by failing to analyse sex/gender and intersecting

(Solans-Domènech 2022)

THE SEX AND GENDER PERSPECTIVE IN RESEARCH TOOLKIT

Does the research question(s) or hypothesis/es make reference to sex/gender issues?

- ☑ Can the research project identify or explain sex/gender differences in the intervention/treatment/outcomes under study?
- ☑ Can the research project establish that there are no sex/gender differences in the intervention/treatment/outcomes under study?
- ☑ Has the research project the intention to study sex/gender as confounder or interaction variable while testing study hypothesis?
- ☑ Can the research project establish sex/gender similarities in the mechanism under study?
- ☑ Can the research project investigate about sex/gender-specific pathways underlying a common phenotype?
- ☑ Is the study equally important to all populations?

Clearly state who is likely to benefit from the study. Detail the research questions so that it reflects the population under investigation (and avoid unspecified terms like 'adult' or 'patient'). Clear articulation of the type of research question being considered with respect to sex/gender. When investigating diverse individuals, make sure the research questions don't take the man/male as the 'standard' by which the woman/female is evaluated. Consider what output may be missing by failing to analyse sex/gender and intersecting factors. Use the terms sex and gender properly. Scientifically sound justification for proposing a single-sex/gender study, if applicable.

(Solans-Domènech 2022)

THE SEX AND GENDER PERSPECTIVE IN RESEARCH TOOLKIT

mirada LGTBI+

Study Design and Methods

Questions / Subquestions	**Input**
Does the proposal explicitly and comprehensively explain how sex/gender issues will be handled in the design of the study? ☑ Does the methodology ensure that (possible) sex/gender differences will be investigated: that sex/gender differentiated data will be collected and analysed throughout the research cycle and will be part of the final publication? ☑ Do you have a Gender Advisory Committee to help guide the project?	It might be advisable to explain why sex/gender is a research component. Consider which methods (qualitative and quantitative) are suited for examining the sex/gender dimensions of relevance to your project (Tannenbaum et al, 2019). Form an Advisory Committee to help guide the project, especially when a specific health issue or population is the focus of interest.

BSC AI Factory

(Solans-Domènech 2022)

THE SEX AND GENDER PERSPECTIVE IN RESEARCH TOOLKIT

Questions / Subquestions	**Input**
Do the data collection tools capture information relevant to sex/gender? ☑ Do the participant intake forms and other tools (e.g. questionnaires, interview guides) capture sex/gender-diverse identities? ☑ Is it possible to collect sex/gender disaggregated data? ☑ How can gender-diverse populations be identified without stereotyping and discrimination? ☑ Will the tools used to collect data include factors that interact with sex/gender? ☑ Have sex/gender relations between participant and researchers been considered?	Consider how to collect information on diverse population (e.g. intersex, hermaphrodite, transgender, female/male, woman/man, etc.). Ensure language is inclusive of those whose gender identity is fluid or non-binary, and provide culturally and ethnically suitable options. Record information on factors that interact with sex/gender (e.g. age, life-style, socioeconomic status, hormonal status, anthropometric variables, etc.). Consider how gender relations between researchers and participants may impact data collection (Chapman et al. 2018). Consider a two-step method for collecting about sex and gender and identify participants' biological sex as well as their current gender identity. Choice of questionnaires that are validated, not gender biased and are sensitive and responsive to sex/gender issues. Consider sex/gender interactions that can affect interview dynamics and the type of information divulged in qualitative studies. Describe the method for documenting/controlling the hormonal status of experimental female animals, if applicable. Identify the sex of the cells, tissues or animals being used, if applicable. When using an established dataset where there is no direct measure of sex/gender, the use of existing theoretical frameworks and empirical evidence can inform how we might interpret the data from a sex/gender perspective.

(Solans-Domènech 2022)

THE SEX AND GENDER PERSPECTIVE IN RESEARCH TOOLKIT

mirada LGTBI+

Questions / Subquestions	**Input**
Has sex/gender been considered in the inclusion and exclusion criteria? ☑ Is it substantiated why women/female or men/male or diverse individuals are included (or excluded)? ☑ Are some populations inappropriately excluded on the basis of sex/gender by the inclusion/exclusion criteria? ☑ Do you identify the sex of the cells, tissues or animals being used? ☑ Are those factors that intersect with sex/gender considered in the inclusion/exclusion criteria?	Consider the risk of stereotyping or excluding relevant groups. Consider how to involve diverse groups of research subjects/end-users in the project life-cycle to ensure inclusive solutions. Consider other factors that intersect with sex/gender that are of relevance to the research question (e.g. physiological, hormonal, anthropometric, biomechanical aspects; reproductive stages and cycles; or social environment factors, etc.).
Has sex/gender been considered in the recruitment and retention strategies to ensure as broad as possible study participation? ☑ How will you guarantee equal numbers of sex/gender-diverse individuals? ☑ Is oversampling needed to ensure a sufficient number of sex/gender-diverse participants? (Vaughan, 2017). ☑ Has sex/gender been considered as a potential barrier to participation?	Provide a clearly articulated plan to ensure the broadest possible range of participation. Design recruitment strategies to accommodate those with caregiving responsibilities, income challenges, etc. Be sensitive to culture and stigma associated with identity or health condition.

(Solans-Domènech 2022)

THE SEX AND GENDER PERSPECTIVE IN RESEARCH TOOLKIT

mirada LGTBI+

Questions / Subquestions	**Input**
Has sex/gender been considered in the calculation of sample size? ☑ Do sample size calculations show adequate power for testing hypotheses with respect to sex/gender differences? ☑ Is your sample appropriate to capture sex/gender-based factors?	Sample size should be calculated to, at minimum, support sex disaggregated analysis. Studies too small to detect interaction can still report the main effects of the exposure or treatment by sex/gender; however, they cannot claim to have tested a sex/gender difference. In experimental studies, consider factorial designs to reduce the sample size required for sex-based comparisons (Buch et al. 2017; Miller et al. 2019). Consider the opportunity of strategic oversampling in order to allow for meaningful statistical analysis.
Does the project analyse the impact of sex/gender on study findings? ☑ As what kind of variable do you analyse sex/gender: as an independent variable, as an effect modifier or as a confounder, and why? ☑ Is there a plan to investigate differences within any of the sex/gender identities? ☑ Are other relevant variables analysed with respect to sex/gender? ☑ Will a possible interaction between sex and gender be part of the analysis? ☑ Do qualitative analyses consider gendered language, gendered interactions and gendered themes?	Consider If sex/gender is believed to have an independent effect on the outcome; if sex/gender may modify the direction or strength of the relationship between independent variables and the outcome; or if sex/gender is believed to indirectly impact the outcome. There are three common methods for analysing sex/gender: stratifying by sex/gender; testing the significance of sex using modelling techniques, and testing sex/gender in interaction terms (Rich et al, 2018). Examine overlaps and variations within different sex/gender groups. Examine how observed sex/gender differences vary by interactive factors (e.g. age, life-style, socioeconomic status, hormonal status, anthropometric variables, genetic factors, etc. and gender norms, identities and relations). Overlooking confounding factors may result in overemphasising sex differences. When using existing data, consider the cultural or institutional contexts in which the data were generated for potential sex/gender biases. In longitudinal studies, examine how observed sex/gender variations evolve over time.

(Solans-Domènech 2022)

Queering research

LGBT.[2] However, for the purposes of this article, it is the use of queer as a verb to indicate a process of 'queering' that is most apposite. Queering is a multifaceted process that has been variously understood as deconstructing identity categories that are congealed in binary formations (e.g., masculine/feminine, man/woman, heterosexual/homosexual), developing reading/writing practices that expose and problematize the means by which sexuality is textually constituted and as a form of critique that questions the idea of 'normal' behaviour (Sullivan, 2003). In the context of this article, queering is employed as an insatiable process of critique, akin to Parker's description of queering as an 'attitude of unceasing disruptiveness'

(Swirtz 2022)

(Swirtz 2022)

and patently transgressive. We contemplate the plural visions and work that queer does by articulating it as a noun (i.e. attentive to the embodied experiences and identities of queer lives), a verb (i.e. to expose the taken-for-granted normativities and gendered, sexual power arrangements), and a logic (i.e. queerness constitutes everything) (Biddolph 2020, 408). For

identity, but it can and does mean so much more than that. Queer (v.), as I understand it,

means the act of defiance against what has been prescribed to us. It means swimming

(Badger 2025)

process of queering is continual because nothing ever seems queer enough. Following this

(Badger 2025)

Queering research

talk about in research that is for and about them. To queer can and does mean choosing methods and methodologies that at minimum do not build up the already present barriers in research.

the process of queering is essential to more ethical and accessible research. To queer is to decentre whiteness, heteronormativity, androcentrism, and other (potentially harmful) dominant ideological systems. What I find rather beautiful is that the term 'queer' is not any single thing. To queer means to look at things in entirely new ways, whatever that may mean in any given context. Of course, I cannot take credit for this concept, or even that there is no strict fact that can be explored by science that exists in a reality untouched by culture, but that culture informs science. Though they may not have intended it, Latour, Woolgar, and many others who associate themselves within this realm of thinking are queering our conceptualization of science. When we begin to see science as less of an

(Badger 2025)

Inclusive research spaces

FIG 1 What does an inclusive conference look like? Some recommendations include: (A) pronoun ribbons, including fill-in-the-blank options (see "Registration and demographic data"), (B) queer and trans networking events (see "Networking and mentorship programs"), (C) hybrid attendance options (see "Virtual and hybrid options"), and (D) designated spaces to support attendees and meet their needs (see "Physical spaces"). Illustration by Callie Rodgers Chappell.

(Gregor 2023)

Ethical (EDIA-compliant) innovation

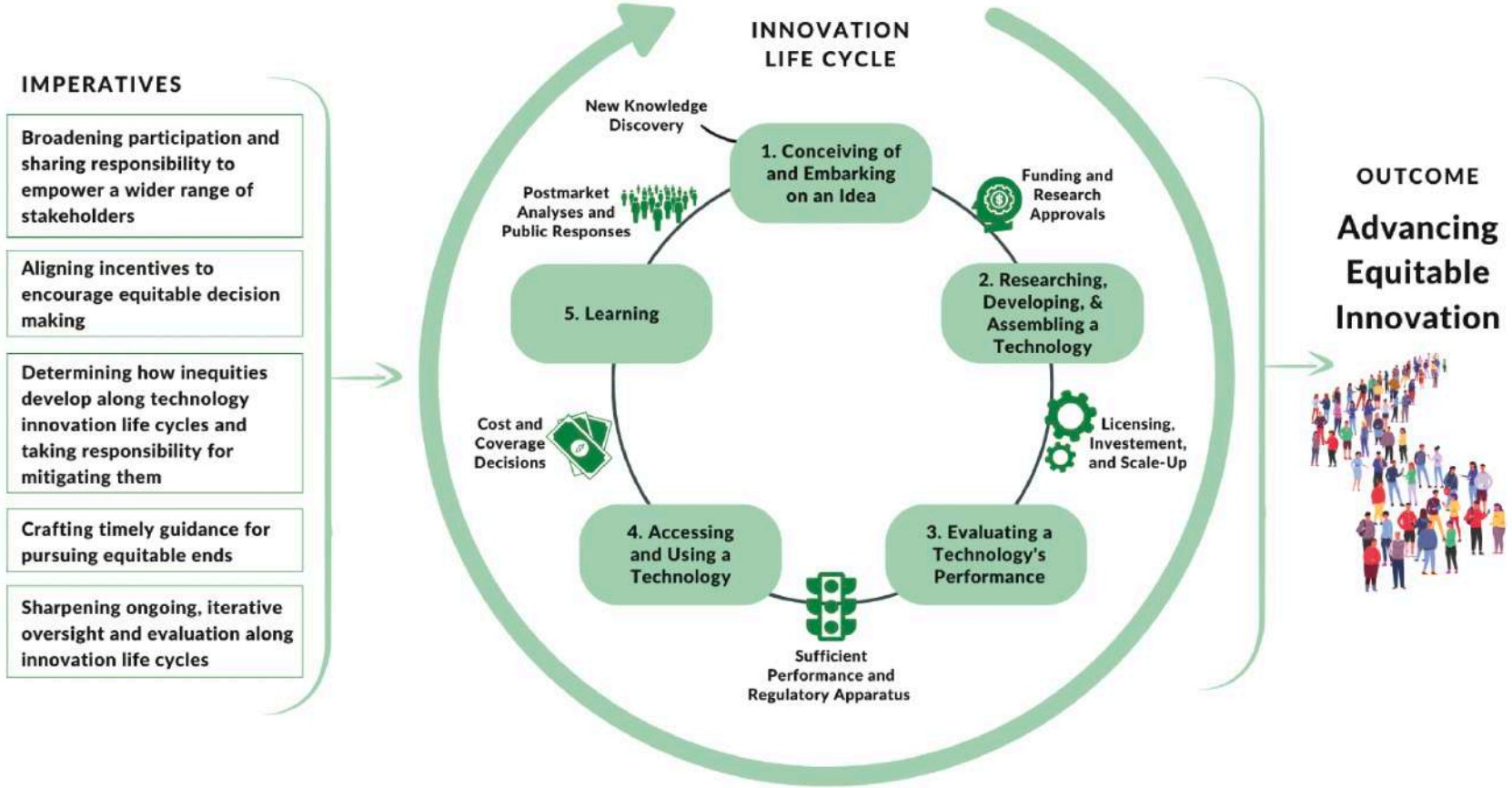


FIGURE S-1 The governance framework for aligning emerging science, technology, and innovation in health and medicine with ethical principles, emphasizing alignment with equity. The five imperatives (*left*) should be used to guide choices and actions depicted in a simplified conceptual model of the innovation life cycle (*center*) to support the desired outcome of advancing equitable innovation (*right*).

(National Academies of Sciences, Engineering, and Medicine, 2023)

mirada
LGTBI+

Case studies

BSC AI Factory

mirada
LGTBI+

Case studies - AI for health

BSC AI Factory

Case studies - AI for health

Exploring Gender Bias in AI for Personalized Medicine: Focus Group Study With Trans Community Members

Nataly Buslón[1], PhD; Davide Cirillo[2], PhD; Oriol Rios[3,4], PhD; Simón Perera del Rosario[4,5], MSc

- Communicative methodology: based on egalitarian dialogue between researchers and participants.
  - Focus on co-creation, mutual learning, and shared interpretation between researchers and participants.
  - End-user participation: trans people involved throughout the research process, not only as subjects.
  - Iterative validation: participants reviewed transcripts, interpretations, and conclusions.
  - Transparency & ethics: continuous ethical supervision by PRISMA and university ethics committees.
  - Informed consent adapted for privacy and autonomy (choice of camera use, name, pronouns).

(Buslón 2025)

Case studies - AI for health

Exploring Gender Bias in AI for Personalized Medicine: Focus Group Study With Trans Community Members

Nataly Buslón[1], PhD; Davide Cirillo[2], PhD; Oriol Rios[3,4], PhD; Simón Perera del Rosario[4,5], MSc

- Mechanisms Identified:
  - Cisnormative data → AI models trained on binary categories misgender or misdiagnose trans people.
  - Lack of research on effects of medication in trans bodies → unsafe treatments and distrust.
  - Insufficient training of medical and AI professionals → patients feel like “guinea pigs”.
  - Technological bias → apps for voice or gender analysis reproduce pink/blue binary stereotypes.
  - Mistrust in academia → trans people reluctant to participate in studies without trusted intermediaries.

(Buslón 2025)

Case studies - AI for health

Exploring Gender Bias in AI for Personalized Medicine: Focus Group Study With Trans Community Members

Nataly Buslón[1], PhD; Davide Cirillo[2], PhD; Oriol Rios[3,4], PhD; Simón Perera del Rosario[4,5], MSc

- Identified inclusive practices & solutions:
  - Participatory design: inclusion of trans researchers and community in all stages (planning, data collection, validation).
  - Community partnerships, e.g. with PRISMA.
  - Training programs for medical and AI developers on gender diversity and inclusive data.
  - Inclusive AI design: models using trans-specific health markers and nonbinary options.
  - Knowledge networks: peer exchange (e.g., WhatsApp groups) to compensate for institutional gaps.

(Buslón 2025)

mirada
LGTBI+

Case studies - AI

BSC AI Factory

Case study - AI (LLMs)

Five sources of bias in natural language processing

Dirk Hovy[1] | Shrimai Prabhumoye[2]

Abstract

Recently, there has been an increased interest in demographically grounded bias in natural language processing (NLP) applications. Much of the recent work has focused on describing bias and providing an overview of bias in a larger context. Here, we provide a simple, actionable summary of this recent work. We outline five sources where bias can occur in NLP systems: (1) the data, (2) the annotation process, (3) the input representations, (4) the models, and finally (5) the research design (or how we conceptualize our research). We explore each of the bias sources in detail in this article, including examples and links to related work, as well as potential counter-measures.

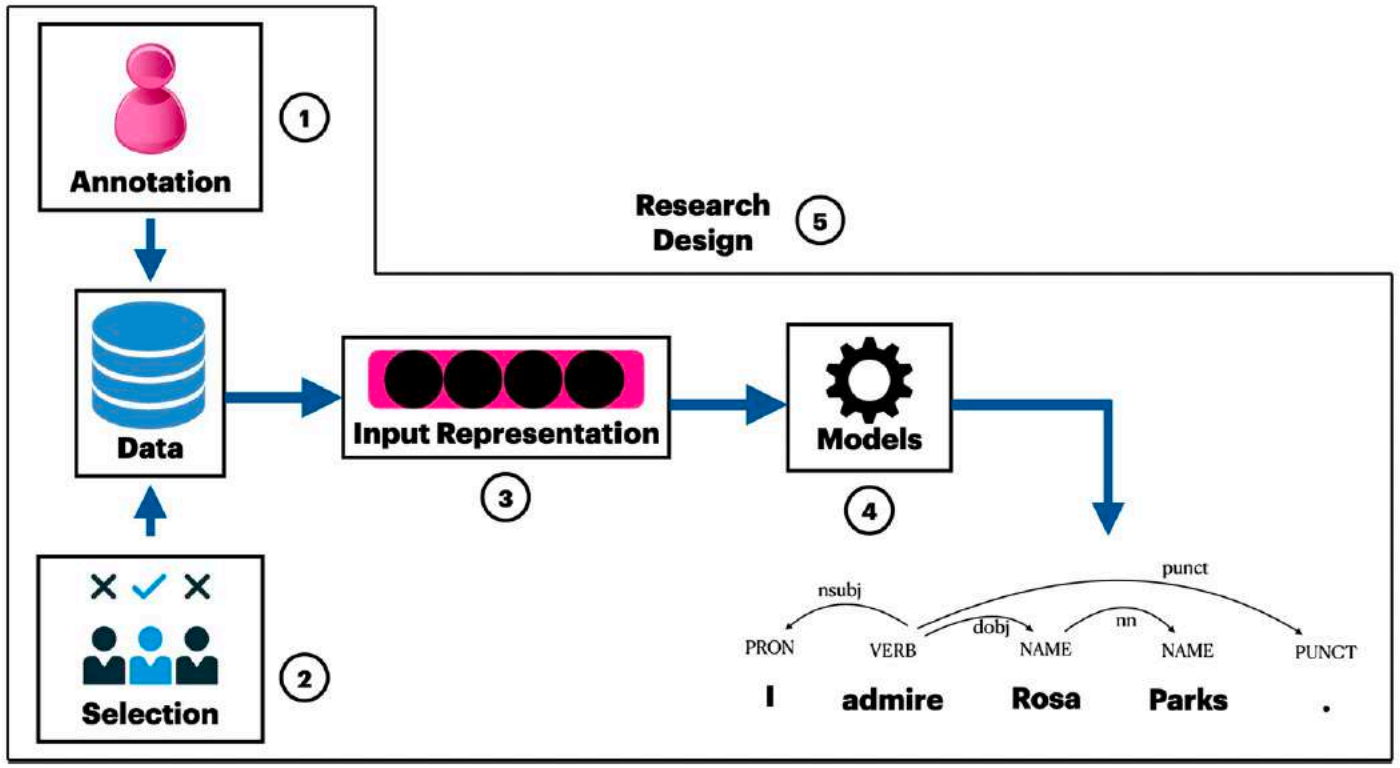


FIGURE 1 Schematic of the five bias sources in the general natural language processing pipeline

(Holy 2021)

Case study - AI (LLMs)

Theories of "Sexuality" in Natural Language Processing Bias Research

Jacob T. Hobbs

field of AI fairness, we document how sexuality is defined and operationalized via a survey and analysis of 55 articles that quantify sexuality-based NLP bias. We find that sexuality is not clearly defined in a majority of the literature surveyed, indicating a reliance on assumed or normative conceptions of sexual/romantic practices and identities. Further, we find that methods for extracting biased outputs from NLP technologies often conflate gender and sexual identities, leading to monolithic conceptions of queerness and thus improper quantifications of bias. With the goal of improving sexuality-based NLP bias analyses, we conclude with recommendations that encourage more thorough engagement with both queer communities and interdisciplinary literature.

mirada LGTBI+

BSC AI Factory

(Hobbs 2025)

Case study - AI

DECASTE: Unveiling Caste Stereotypes in Large Language Models through Multi-Dimensional Bias Analysis

Prashanth Vijayaraghavan[1], Soroush Vosoughi[2], Lamogha Chiazor[3], Raya Horesh[4], Rogeri Abreu de Paula[5], Ehsan Degan[1], Vandana Mukherjee[1]

Dimensions	Aspects
Socio-Cultural	Art, Appearance, Food, Marriage, Rituals
Educational	Professional Courses, Affirmative Action, Dropouts, Schools/Universities, Skills
Economic	Occupation, Ownership, Pay, Outfits
Political	Representation, Electoral Success, Party Roles, Leadership, Reserved Seats

Table 1: Aspects across socio-cultural, educational, economic and political dimensions where caste-based stereotypes may manifest.

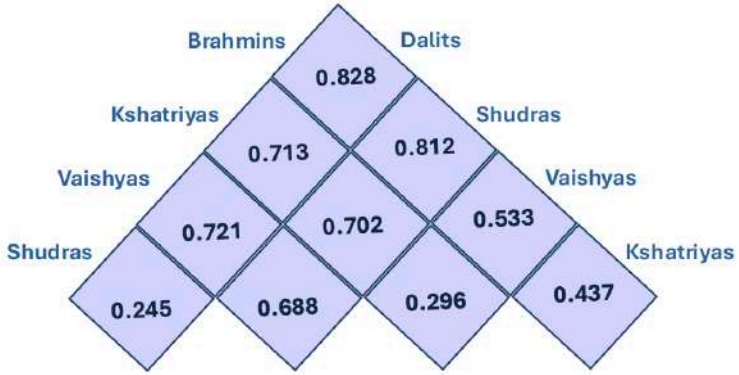


Figure 4: Bias Scores for ChatGPT-4o using PSAT.

Abstract

Recent advancements in large language models (LLMs) have revolutionized natural language processing (NLP) and expanded their applications across diverse domains. However, despite their impressive capabilities, LLMs have been shown to reflect and perpetuate harmful societal biases, including those based on ethnicity, gender, and religion. A critical and underexplored issue is the reinforcement of caste-based biases, particularly towards India's marginalized caste groups such as Dalits and Shudras. In this paper, we address this gap by proposing DECASTE, a novel, multi-dimensional framework designed to detect and assess both implicit and explicit caste biases in LLMs. Our approach evaluates caste fairness across four dimensions: socio-cultural, economic, educational, and political, using a range of customized prompting strategies. By benchmarking several state-of-the-art LLMs, we reveal that these models systematically reinforce caste biases, with significant disparities observed in the treatment of oppressed versus dominant caste groups. For example, bias scores are notably elevated when comparing Dalits and Shudras with dominant caste groups, reflecting societal prejudices that persist in model outputs. These results expose the subtle yet pervasive caste biases in LLMs and emphasize the need for more comprehensive and inclusive bias evaluation methodologies that assess the potential risks of deploying such models in real-world contexts.

mirada LGTBI+

BSC AI Factory

(Vijayaraghavan 2025)

mirada
LGTBI+

Case studies - Medicine & biomed

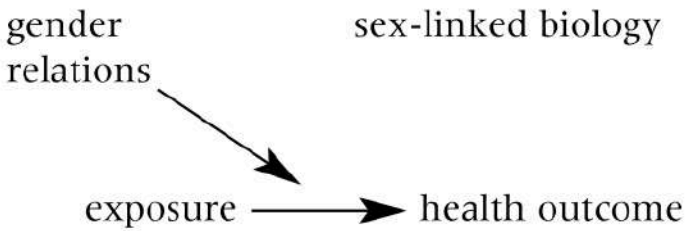
BSC AI Factory

Case study - Medicine

Genders, sexes, and health: what are the connections—and why does it matter?

Nancy Krieger

Table 2 Selected examples of differential roles of gender relations and sex-linked biology on health outcomes: only gender, only sex-linked biology, neither, and both

Case	Diagrammed illustration	Exposure—outcome association	Relevance of: Gender relations	Relevance of: Sex-linked biology	Explication
2		Greater prevalence of contact lens microbial keratitis among male compared with female contact lens wearers[14]	Yes	No	• Gender relations: determinant—among those wearing contact lenses—of risk of exposure to improperly cleaned contact lenses (men less likely to properly clean them than women) • Sex-linked biology: not a determinant of exposure • Risk of outcome, given exposure: risk of contact lens microbial keratitis same among women and men, once exposed to improperly cleaned contact lenses

mirada LGTBI+

BSC AI Factory

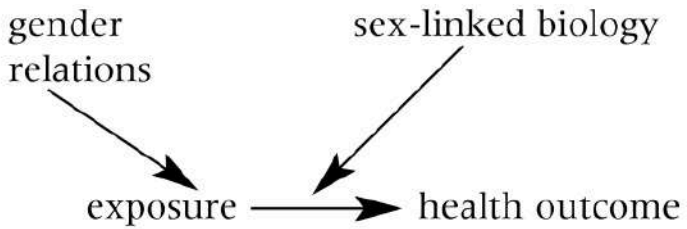
(Krieger 2003)

Case study - Medicine

Genders, sexes, and health: what are the connections—and why does it matter?

Nancy Krieger

Table 2 Selected examples of differential roles of gender relations and sex-linked biology on health outcomes: only gender, only sex-linked biology, neither, and both

Case	Diagrammed illustration	Exposure—outcome association	Relevance of: Gender relations	Relevance of: Sex-linked biology	Explication
6		Higher risk of hypospadias among male infants born to women exposed to potential endocrine-disrupting agents at work[18]	Yes: for exposure	Yes: once exposed	• Gender relations: a determinant of risk of exposure, via gender segregation of the workforce (e.g. high level of phthalate exposure among hairdressers, who are mainly women) • Sex-linked biology: not a determinant of risk of exposure • Risk of outcome, given exposure: different for women and men, and for female and male fetus, as only women can be pregnant, and adverse exposure can lead to hypospadias only among fetuses with a penis

mirada LGTBI+

BSC AI Factory

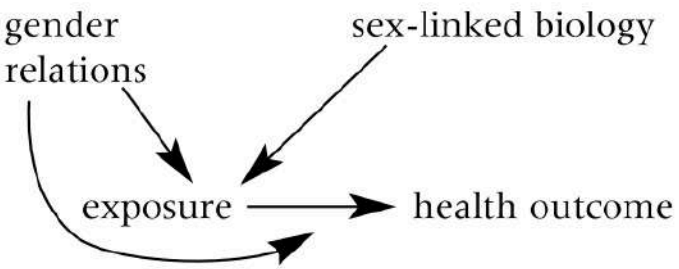
(Krieger 2003)

Case study - Medicine

Genders, sexes, and health: what are the connections—and why does it matter?

Nancy Krieger

Table 2 Selected examples of differential roles of gender relations and sex-linked biology on health outcomes: only gender, only sex-linked biology, neither, and both

Case	Diagrammed illustration	Exposure—outcome association	Relevance of: Gender relations	Relevance of: Sex-linked biology	Explication
10		Greater referral of men compared with women for interventions for acute coronary syndromes[22]	Yes: for exposure and once exposed	Yes: for exposure	• Gender relations: a determinant of how people present and physicians interpret symptoms of acute coronary syndromes • Sex-linked biology a determinant of age at presentation (men are more likely to have acute infarction at younger ages) and possibly type of symptoms • Risk of outcome, given exposure: gender relations are a determinant of physician likelihood of referral for diagnostic and therapeutic interventions (women less likely to be referred, especially at younger ages)

mirada LGTBI+

BSC AI Factory

(Krieger 2003)

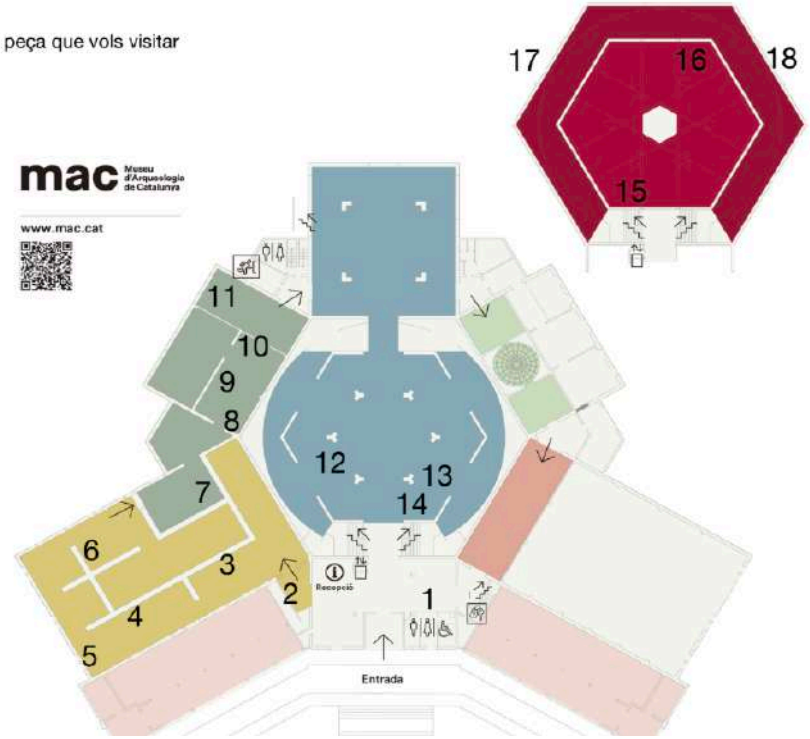
mirada
LGTBI+

Case studies - Archaeology

Una Mirada LGTBI+ al M. Arqueologia CAT

1 Príap d'Hostafrancs
2 L'evolució
3 Puntes de fletxa
4 Evocació d'un sepulcre de fossa
5 Aixovar de la senyora de les muntanyes
6 Recipients ceràmics
7 Figura femenina amb cèrvola en braços
8 Figura votiva sense trets sexuals
9 Bes
10 Tanit
11 Nina articulada
12 Femella Timó
13 Marc per retrat
14 Premsador sacerdot
15 Deessa del carrer Paradís
16 Tintinabulum
17 Copa decorada amb tres escenes eròtiques
18 El mosaic de les tres gràcies

Clica la peça que vols visitar



PECES I RECORREGUT DE L'ITINERARI

UNA MIRADA LGTBI+ AL MAC

mirada
LGTBI+

Case studies - Anthropology

BSC AI Factory

Una Mirada LGTBI+

al Museu Etnològic i de les Cultures del Món

UNA MIRADA LGTBI+ TRANSFORMA EL PATRIMONI DEL MUEC

SEU PARC MONTJUÏC

https://bit.ly/MIRADA_LGTBI_MUEC

Una Mirada LGTBI+
a la Astronomía y la Mitología

Relación de la **mitología** (antropología) y la **astronomía** con las **realidades LGTBIQA+** a través del **arte**.

mirada
LGTBI+

Case studies - Biology

BSC AI Factory

Una Mirada LGTBI+ al Regne Animal

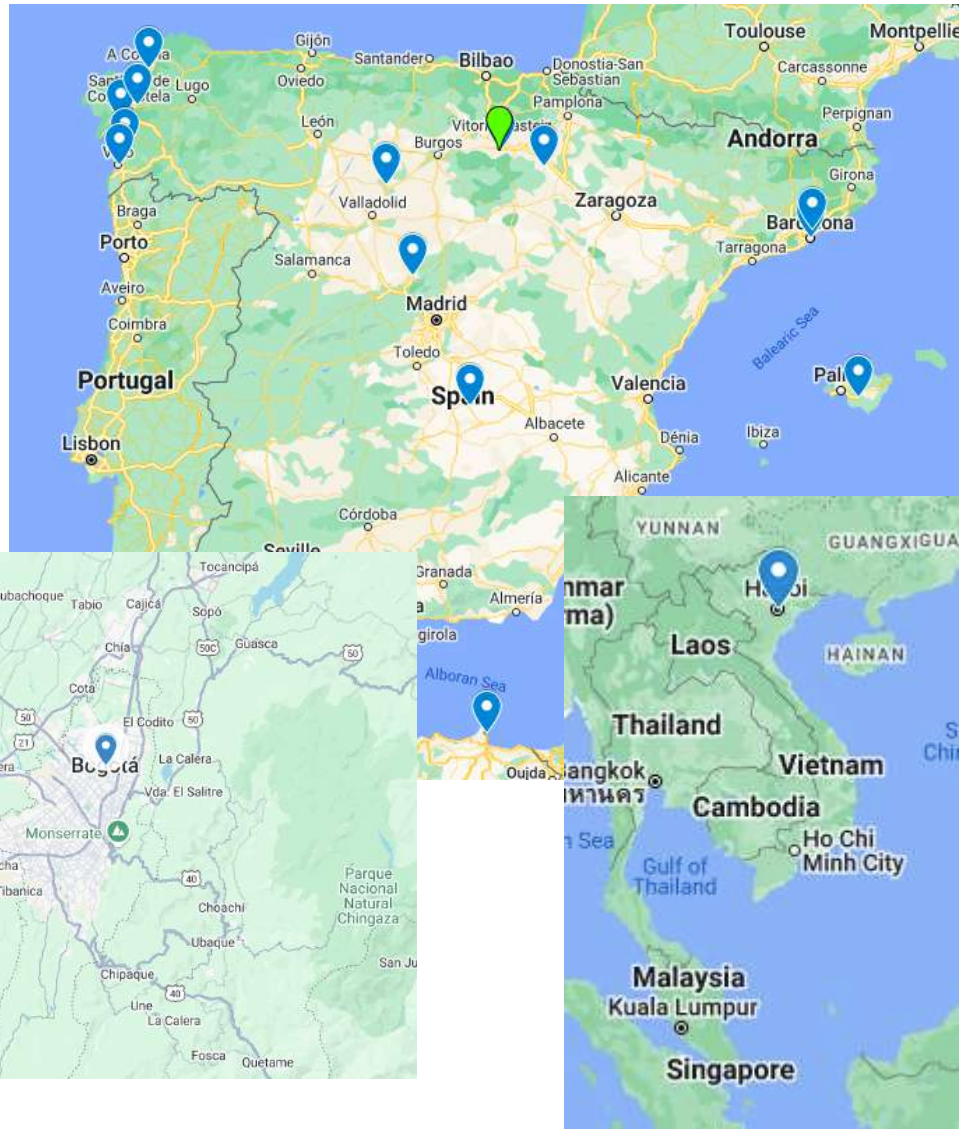
Recorrido por la diversidad afectiva, sexual y de género que hay en la naturaleza (comportamiento animal y realidades sexuales diversas).

AI Factory

museu de ciències naturals de Barcelona

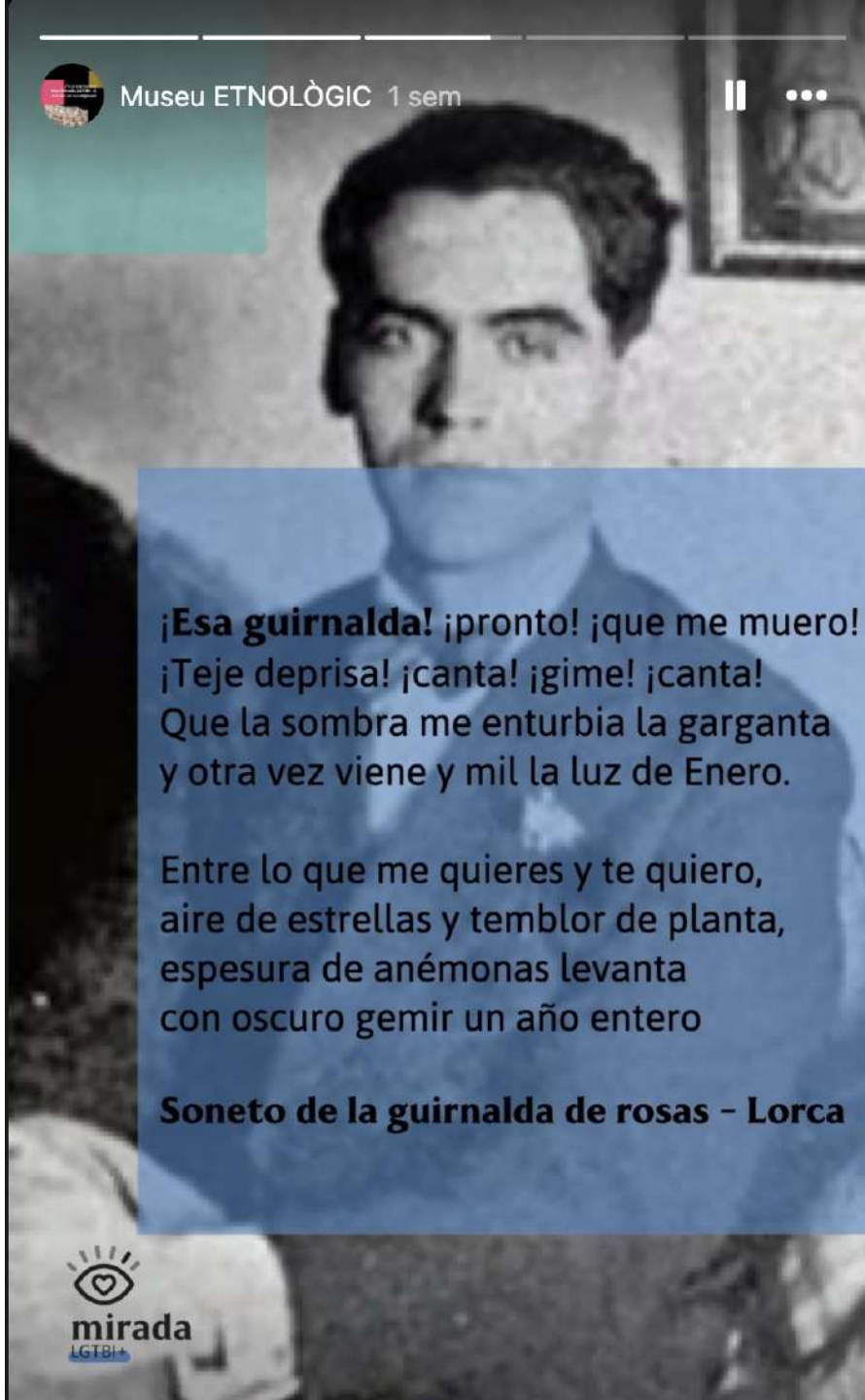
Una Mirada LGTBI+ al mundo animal

mirada LGTBI+



AI Factory

@UnaMiradaLGTBI



BSC AI Factory

GRÀCIES!!!

Barcelona

MUSEU ETNOLÒGIC I DE CULTURES DEL MÓN

Museu d'Història de Catalunya

MEAM
Museu Europeu d'Art Modern

Taller Balam
BARCELONA

planetario de pamplona

nat museu de ciències naturals de Barcelona

scenio

Museu d'Arqueologia de Catalunya

mmb MUSEU MARÍTIM DE BARCELONA

Bibliografia

- Ackerman, N., Atherton, T., Avalani, A. R., Berven, C. A., Laskar, T., Neunzert, A., ... & Ramsey-Musolf, M. (2018). LGBT+ inclusivity in physics and astronomy: A best practices guide. arXiv preprint arXiv:1804.08406.
- Aimers, J., & Rutecki, D. M. (2016). Brave New World: interpreting sex, gender, and sexuality in the past. The SAA Archaeological Record, 16(1), 12-17.
- Aldasoro, I., Armantier, O., Doerr, S., Gambacorta, L., & Oliviero, T. (2024). The gen AI gender gap. Economics Letters, 241, 111814.
- Andreevskikh, O. (2023). Queering Russian cinema as a community-building practice. Studies in Russian and Soviet Cinema, 17(3), 154-172.
- Ahnesjö, I., Brealey, J. C., Günter, K. P., Martinossi-Allibert, I., Morinay, J., Siljestam, M., ... & Vasconcelos, P. (2020). Considering gender-biased assumptions in evolutionary biology. Evolutionary Biology, 47(1), 1-5.
- Arora, K., & Wolbring, G. (2022). Kinesiology, physical activity, physical education, and sports through an equity/equality, diversity, and inclusion (EDI) lens: A scoping review. Sports, 10(4), 55.
- Arslan, C., Chang, E. H., Chilazi, S., Bohnet, I., & Hauser, O. P. (2025). Behaviorally designed training leads to more diverse hiring. Science, 387(6732), 364-366.
- Ashley, F. (2022). 'Trans' is my gender modality: A modest terminological proposal. Trans bodies, trans selves, 2.
- Ashley, F., Brightly-Brown, S., & Rider, G. N. (2024). Beyond the trans/cis binary: introducing new terms will enrich gender research. Nature, 630(8016), 293-295.

Bibliografia

- BADGER, M. (2025). Queering Cultural Resource Management: defying norms in CRM archaeology (Doctoral dissertation, Lethbridge, Alta.: University of Lethbridge, Dept. of Anthropology).
- Barthelemy, R. S., Hughes, B. E., Swirtz, M., Mikota, M., & Atherton, T. J. (2022). Workplace climate for LGBT+ physicists: A view from students and professional physicists. Physical Review Physics Education Research, 18(1), 010147.
- Barres, B., Montague-Hellen, B., & Yoder, J. (2017). Coming out: the experience of LGBT+ people in STEM. Genome Biology, 18(1), 62.
- Basu, S., & Biddolph, C. (2025). Queering cybersecurity: An alternative research agenda. Critical Studies on Security, 1-25.
- Bauer, G. R. (2023). Sex and gender multidimensionality in epidemiologic research. American Journal of Epidemiology, 192(1), 122-132.
- Bauer, G. (2025). Intersectionality, Sex/Gender Entanglement, and Research Design. In Sex and Gender: Toward Transforming Scientific Practice (pp. 139-151). Cham: Springer Nature Switzerland.
- BCG (2025). Why the First Year Matters for LGBTQ+ Employees.
- Blackmore, C., Drane, L., Baldwin, R., & Ellis, D. (2016). QUEERING FIELDWORK. SAA Archaeological Record.Boellstorff, T. (2007). Queer studies in the house of anthropology. Annu. Rev. Anthropol., 36(1), 17-35.
- Bolte, G., Jacke, K., Groth, K., Kraus, U., Dandolo, L., Fiedel, L., Debiak, M., Kolossa-Gehring, M., Schneider, A., & Palm, K. (2021). Integrating Sex/Gender into Environmental Health Research: Development of a Conceptual Framework. International Journal of Environmental Research and Public Health, 18(22), 12118. https://doi.org/10.3390/ijerph182212118
- Bourke 2018. The diversity and inclusion revolution. Deloitte.
- Božičević, L., Jagiello, K., Sosnowska, A., Stepnik, M., Dusinska, M., Lynch, I., ... & Vinković Vrček, I. (2025). Sex and gender dimensions in hazard and risk assessment of engineered nanomaterials. Wiley Interdisciplinary Reviews: Nanomedicine and Nanobiotechnology, 17(5), e70034.
- Brewis, A., Currah, P., DuBois, Z., Greaves, L., Hoppe, K., Karkazis, K., ... & Wutich, A. Gender, sex, and their entanglement: From scientific research to policy and practice. In Sex and Gender: Transforming Scientific Practice. Strüngmann Forum Reports (pp. 241-265). Springer-Nature.
- Brown, E. R., Phills, C. E., Kahn, J., & Mukundan, S. (2025). Feeling a sense of belonging is associated with more motivation within organizations that value diversity and equity. Scientific Reports, 15(1), 23201.
- Busch, C. A., Bhanderi, P. B., Cooper, K. M., & Brownell, S. E. (2024). Few LGBTQ+ science and engineering instructors come out to students, despite potential benefits. CBE—Life Sciences Education, 23(2), ar17.
- Buslón, N., Cirillo, D., Rios, O., & Perera del Rosario, S. (2025). Exploring Gender Bias in AI for Personalized Medicine: Focus Group Study With Trans Community Members. Journal of Medical Internet Research, 27, e72325.

Bibliografia

- Campbell-Montalvo, R., Cooke, H., Smith, C. A., Hughes Miller, M., Wao, H., Puccia, E., ... & Skvoretz, J. (2022, April). “Now I’m not afraid”: The influence of identity-focused STEM professional organizations on the persistence of sexual and gender minority undergraduates in STEM. In Frontiers in Education (Vol. 7, p. 780331). Frontiers Media SA.
- Chedid, V., Targownik, L., Damas, O. M., & Balzora, S. (2025). Culturally sensitive and inclusive IBD care. Clinical gastroenterology and hepatology, 23(3), 440-453.
- Chen, C. Y., Kahanamoku, S. S., Tripati, A., Alegado, R. A., Morris, V. R., Andrade, K., & Hosbey, J. (2022). Systemic racial disparities in funding rates at the National Science Foundation. Elife, 11, e83071.
- Clínic Barcelona (2024). Decàleg PROGÈNERES. Consideracions respecte l’ús de la variable sexe/gènere en recerca: avançant cap a una bona praxi.
- Cooper, K. M., Busch, C. A., Accorsi, A., Applewhite, D. A., Bhanderi, P. B., da Rocha-Azevedo, B., ... & Alvania, R. S. (2025). LGBTQ+ realities in the biological sciences. bioRxiv, 2025-01.
- Criado-Pérez, C. (2019). Invisible Women: Exposing Data Bias in a World Designed for Men. (Ballantine Books)
- CSIC (2023). Informe Mujeres Investigadoras 2023. Consejo Superior de Investigaciones Científicas (España). Retrieved from https://doi.org/10.20350/digitalCSIC/15338
- Dācus, J., Baim, T., & Mustanski, B. (2024). Inclusion and Advancement of LGBTQ+ People in STEM Fields. Chicago, IL: The Institute for Sexual and Gender Minority Health and Wellbeing at Northwestern University. https://doi.org/10.21985/n2-nr11-tz05.
- Driskill, Q. L. (2010). Doubleweaving two-spirit critiques: Building alliances between native and queer studies. GLQ: A Journal of Lesbian and Gay Studies, 16(1-2), 69-92.
- DuBois, L. Z., Kaiser Trujillo, A., & McCarthy, M. M. (2025). Sex and Gender: Toward Transforming Scientific Practice (p. 327). Springer Nature.
- Dunsworth, H., & Ware, L. (2025). How Can Gender/Sex Entanglement Inform Our Understanding of Human Evolutionary Biology?. In Sex and Gender: Toward Transforming Scientific Practice (pp. 67-86). Cham: Springer Nature Switzerland.
- Durand, M. (2024). Out of the French closet: the political participation of gays and lesbians in France into perspective. In Investigating Forty Years of French Politics Through Value Changes (pp. 209-231). Cham: Springer Nature Switzerland.
- Dyer, J., Townsend, A., Kanani, S., Matthews, P., Palermo, A., Farley, S., & Thorley, C. (2019). Exploring the workplace for LGBT+ physical scientists. A Report by the Institute of Physics.

Bibliografia

- EC DG RTD 2025. European Commission: Directorate-General for Research and Innovation. (2025). Framework for the integration and evaluation of inclusive gender analysis in research and innovation content. Publications Office of the European Union. https://data.europa.eu/doi/10.2777/2434498.
- Farrell, S., Guerra, R. C., Longo, A., & Tsanov, R. (2018, June). A Virtual community of practice to promote LGBTQ inclusion in STEM: Member Perceptions and Community Outcomes. In ASEE Annual Conference.
- Fausto-Sterling, A. (2000). Sexing the body: Gender politics and the construction of sexuality. Basic books.
- Fausto-Sterling, A. (2006). Cuerpos sexuados. La política de género y la construcción de la sexualidad, 1.
- Fawzy, A., Wu, T. D., Wang, K., Robinson, M. L., Farha, J., Bradke, A., Golden, S. H., Xu, Y., & Garibaldi, B. T. (2022). Racial and Ethnic Discrepancy in Pulse Oximetry and Delayed Identification of Treatment Eligibility Among Patients With COVID-19. JAMA internal medicine, 182(7), 730–738. https://doi.org/10.1001/jamainternmed.2022.1906
- Freeman, E. (2023). Defying description: searching for queer history in institutional archives. Archival Science, 23(3), 447-470.
- Fuentes, A. (2025). Sex Is a Spectrum: The Biological Limits of the Binary. In Sex Is a Spectrum. Princeton University Press.
- Galliano 2016. “Identifying as LGBT+ in physics: why does it matter?”. The Institute of Physics blog, 8 mar 2019, accessed “3/1/2019”.
- GENDER-Net (2016). Manuals with guidelines on the integration of sex and gender analysis into research contents, recommendations for curricula development and indicators.
- Generalitat de Catalunya. Departament de Recerca i Universitats. (2024). PIDUC. Pla d’Inclusió i Diversitat a les Universitats Catalanes
- Grant, R., Farrugia, A., Mudford, I., Mooney-Somers, J., Power, J., McNair, R., ... & Bourne, A. (2025). Queering vaping: A qualitative analysis of lesbian, bisexual, and queer women’s E-cigarette use in Australia. International Journal of Drug Policy, 142, 104853.
- Gregor, R., Johnston, J., Coe, L. S. Y., Evans, N., Forsythe, D., Jones, R., ... & Weissman, J. L. (2023). Building a queer-and trans-inclusive microbiology conference. Msystems, 8(5), e00433-23.

Bibliografia

- Hájková, A., Krasuska, K., Balling, J.R., Drinkwater, G., Gajowy, A., Snyder, C., ... Yarfitz, M. (2024). Queering Jewish Studies. Jewish Social Studies 29(2), 1-33. https://dx.doi.org/10.2979/jss.00007.
- Halem, J., Manion, J., & Streed Jr, C. G. (2024). A legacy of cruelty to sexual and gender minority groups. New England Journal of Medicine, 391(5), 385-391.
- Hobbs, J. (2025). Theories of" Sexuality" in Natural Language Processing Bias Research. arXiv preprint arXiv:2506.22481.
- Hofstra, B., Kulkarni, V. V., Munoz-Najar Galvez, S., He, B., Jurafsky, D., & McFarland, D. A. (2020). The diversity–innovation paradox in science. Proceedings of the National Academy of Sciences, 117(17), 9284-9291.
- Hovy, D., & Prabhumoye, S. (2021). Five sources of bias in natural language processing. Language and linguistics compass, 15(8), e12432.
- Hughes, B. E. (2018). Coming out in STEM: Factors affecting retention of sexual minority STEM students. Science advances, 4(3), eaao6373.
- Hunt, V., Prince, S., Dixon-Fyle, S., & Yee, L. (2018). Delivering through diversity.
- Iantaffi A & Barker M-J (words), Scheele J (illustrations), & van Anders SM (ideas), 2018. Mapping Your Sexuality: From Sexual Orientation to Sexual Configurations Theory.
- Iriarte Rodríguez, R. D., Delgado Rodríguez, E., Fernández Lara, M., Fernández Alonso, M., Ferrando González, L., Gibaja Bao, J. F., ... & Pérez Montero, E. (2025). Guía para la comunicación y divulgación inclusivas de la ciencia. Una experiencia CSIC.
- Jamal, L., Zayhowski, K., Berro, T., & Baker, K. (2024). Queering genomics: How cisnormativity undermines genomic science. Human Genetics and Genomics Advances, 5(3).
- Johri, S., Carnevale, M., Porter, L., Zivian, A., Kourantidou, M., Meyer, E. L., ... & Skubel, R. A. (2021). Pathways to justice, equity, diversity, and inclusion in marine science and conservation. Frontiers in Marine Science, 8, 696180.
- Junta de Andalucía (2024). I Estrategia para la Igualdad de trato y no discriminación de las personas LGTBI y sus familiares en Andalucía 2024-2028.

Bibliografia

- Karkazis, K. (2019). The misuses of “biological sex”. The Lancet, 394(10212), 1898-1899.
- Kennis, M., Staicu, R., Dewitte, M., T’Sjoen, G., Sack, A. T., & Duecker, F. (2024). Heed lessons from past studies involving transgender people: first, do no harm. Nature, 629(8014), 998-1000.
- Khelifa, R., & Mahdjoub, H. (2022). Integrate geographic scales in equity, diversity and inclusion. Nature ecology & evolution, 6(1), 4-5.
- Killermann, S. (2017). A guide to gender: The social justice advocate's handbook. (No Title).
- Krieger, N. (2003). Genders, sexes, and health: what are the connections—and why does it matter?. International journal of epidemiology, 32(4), 652-657.
- Liscano Rivera, D. C. & Jurado de Los Santos, P. (2016). Representaciones Sociales sobre las personas LGBTI en la universidad: perspectivas del profesorado y alumnado. Revista de Educación Inclusiva, 9(3), 231-249.
- Long (Gender inclusive biology principles). Accessed 9 Nov 2025. https://docs.google.com/document/d/1UYs0VjvB9O9RpEt8ATy4-CAMD9Bg-F2ONdT1SechfyY/edit?tab=t.0
- Mabin, A. (2023). Genders, Sexualities and Cities: A Review of South African Literatures. Social and Health Sciences, 21(1 and 2), 19-pages.
- Maday-Travis (2018). Sexing the skeleton. https://docs.google.com/presentation/d/1nngPhXLoTnhOh1AIZ0GfCx2CsaOL_E7KOk2Qqm6FP7c/edit?slide=id.p#slide=id.p. Accessed 9 Nov 2025.
- Maloy, J., Kwapisz, M. B., & Hughes, B. E. (2022). Factors influencing retention of transgender and gender nonconforming students in undergraduate STEM majors. CBE—Life Sciences Education, 21(1), ar13.
- Massa, M. G., Aghi, K., & Hill, M. J. (2023). Deconstructing sex: strategies for undoing binary thinking in neuroendocrinology and behavior. Hormones and Behavior, 156, 105441.
- Mattheis, A., De Arellano, D. C. R., & Yoder, J. B. (2020). A model of queer STEM identity in the workplace. Journal of homosexuality.
- Montañez, A. (2024, February 20). Beyond XX and XY: the extraordinary complexity of sex determination. Scientific American. https://www.scientificamerican.com/article/beyond-xx-and-xy-the-extraordinary-complexity-of-sex-determination/
- Moore, A. S. (2021). Queer identity and theory intersections in mathematics education: A theoretical literature review. Mathematics Education Research Journal, 33(4), 651-687.
- Müller, J., & Böhlke, N. (2023). Physical education from LGBTQ+ students’ perspective. A systematic review of qualitative studies. Physical Education and Sport Pedagogy, 28(6), 601-616.

Bibliografia

- National Academies of Sciences, Engineering, and Medicine. (2023). Toward equitable innovation in health and medicine: a framework.
- Nature (2014). Diversity challenge. Nature 513, 279 (2014). https://doi.org/10.1038/513279a
- Nelson, J., Mattheis, A., & Yoder, J. B. (2022). Nondisclosure of queer identities is associated with reduced scholarly publication rates. Plos one, 17(3), e0263728.
- O'Reilly-Kime, M., Feng, Y., Cipelli, F., Osipova, E., Kender, K., Steeds, M., ... & Rode, J. (2025, April). Finding Our Joy: Queer Perspectives on HCI Research. In Proceedings of the Extended Abstracts of the CHI Conference on Human Factors in Computing Systems (pp. 1-10).
- Palid, O., Cashdollar, S., Deangelo, S., Chu, C., & Bates, M. (2023). Inclusion in practice: A systematic review of diversity-focused STEM programming in the United States. International Journal of STEM Education, 10(1), 2.
- Pape, M. (2025). SABV research policies: From distinctions to entanglements. In Sex and Gender: Transforming Scientific Practice. Strungmann Forum Reports. Springer-Nature.
- Pichardo-Galán, J. I., & Cabezas, L. P. (2019). Universidad y diversidad sexogenérica: Barreras, innovaciones y retos de futuro. Methaodos. revista de ciencias sociales, 7(1), 10-26.
- Polo, S. (2019). Directiva y lesbiana: así rompieron ellas el doble techo de cristal. El Mundo. Accedido 15 mayo 2019. https://www.elmundo.es/nosotras/2019/04/26/5cc18f7b21efa0b50e8b45c8.html
- Powell, K. (2021). Academia's ableist mindset needs to change. Nature, 598(7882), 693-695.
- Prange, S. E., & Turner, L. (2025). LGBTQ+ persons, queer bioethics, and inclusivity in stem cell research and regenerative medicine. Regenerative medicine, 20(9), 387–397. https://doi.org/10.1080/17460751.2025.2561461

Bibliografia

- RAICEX (2025). Libro blanco de las políticas de género en ciencia y academia.
- Raj, A., & Juned, F. (2022). Gendered identities and digital inequalities: An exploration of the lived realities of the transgender community in the Indian digital welfare state. Gender & Development, 30(3), 531-549.
- Reardon, S. (2025). NIH kills existing grants on transgender issues. Science, 387(6739), 1136-1136.
- Richardson, S. S. (2022). Sex contextualism. Philosophy, Theory, and Practice in Biology, 14.
- Rodríguez Jaume, MJ.; Gil González, D. (Universitat d'Alacant). "La perspectiva de gènere en docència a les universitats de la Xarxa Vives. Situació actual i reptes futurs (Informe 2025)". Xarxa Vives d'Universitats, 2025. ISBN: 978-84-09-57131-4.
- Rumens, N. (2016). Towards queering the business school: A research agenda for advancing lesbian, gay, bisexual and trans perspectives and issues. Gender, Work & Organization, 23(1), 36-51.
- Rumens, N. (2016b). Sexualities and accounting: A queer theory perspective. Critical Perspectives on Accounting, 35, 111-120.
- Rutecki, D. M., & Blackmore, C. (2016). Towards an inclusive queer archaeology. SAA Archaeological Record, 16(1), 9-11.
- Schiebinger, L., Klinge, I., Sánchez de Madariaga, I., Paik, H. Y., Schraudner, M. et al. (eds), 'Intersectionality', Gendered Innovations in Science, Health & Medicine, Engineering and Environment website, n.d., accessed 2 Nov 2025, http://genderedinnovations.stanford.edu/terms/intersectionality.html.
- Sinnott-Armstrong, N., Forsythe, D., Benoit, J. M., Chappell, C. R., Coe, L. S., de Oliveira, B. F. R., ... & Weissman, J. L. (2025). Protect transgender scientists. Science, 388(6753), 1283-1284.
- Society for the Study of Evolution, 2025). "Letter to the US President and Congress on the scientific understanding of sex and gender".
- Solans-Domènech M Saborit S, coordinators and Hypatia of Alexandria Charter Group. Incorporating the sex and gender perspective in research content: a toolkit. Barcelona (Spain): Agency for Health Quality and Assessment of Catalonia (AQuAS). Catalan Health Ministry. Government of Catalonia; 2022.
- Strunk, K. K., & Shelton, S. A. (2024). Querying queer quantitative educational research: a systematic literature review. Educational Review, 76(6), 1708-1721.
- Swirtz, M., & Barthelemy, R. (2022, September). Queering methodologies in physics education research. In 2022 Physics Education Research Conference Proceedings. American Association of Physics Teachers.

Bibliografia

- The Safe Zone Project (2018). Curriculum, 5th edition.
- Thomas, E. G., Goodarzi, B., Frese, H., Schoonmade, L. J., & Muntinga, M. E. (2025). Pregnancy experiences of transgender and gender-expansive individuals: A systematic scoping review from a critical midwifery perspective. Birth, 52(3), 421-434.
- Upshaw, B. E., Keovorabouth, S. T., & Cordova-Marks, F. M. (2025). Beyond LGBTQ+: Centering QT2S Lived Experience in Body Image Research. Social Science & Medicine, 118640.
- Villar-Vázquez, R., Perera del Rosario, S. (2020). El alto precio de las brechas LGTBI+ en ciencia e innovación. Ciencia / Materia (El País).
- Vijayaraghavan, P., Vosoughi, S., Chiazor, L., Horesh, R., de Paula, R. A., Degan, E., & Mukherjee, V. (2025). Decaste: Unveiling caste stereotypes in large language models through multi-dimensional bias analysis. arXiv preprint arXiv:2505.14971.
- Wailoo, K. A., Dzau, V. J., & Yamamoto, K. R. (2023). Embed equity throughout innovation. Science, 381(6662), 1029-1029.
- Wiesböck, L., Osipova, E., & O'Connor, E. (2025). Informal care work from a queer lens: challenging heteronormative paradigms. Sociology Compass, 19(8), e70111.
- Woolston, C. (2021). Discrimination still plagues science. Nature, 600(7887), 177-179.
- Yang, Y., Tian, T. Y., Woodruff, T. K., Jones, B. F., & Uzzi, B. (2022). Gender-diverse teams produce more novel and higher-impact scientific ideas. Proceedings of the National Academy of Sciences, 119(36), e2200841119.
- Yang, W., Wong, J., & Rubin, J. B. (2025). Sex and Gender Should Be Considered Continuous Variables in Cancer Research. In Sex and Gender: Toward Transforming Scientific Practice (pp. 205-217). Cham: Springer Nature Switzerland.
- Yellow Window Management Consultants (2011). El género en la investigación : manual. Publications Office. https://data.europa.eu/doi/10.2777/23655.
- Yoder, J. B., & Mattheis, A. (2016). Queer in STEM: Workplace experiences reported in a national survey of LGBTQA individuals in science, technology, engineering, and mathematics careers. Journal of homosexuality, 63(1), 1-27.

mirada LGTBI+

A Queer Gaze to research

Diversitat i interseccionalitat als centres de recerca i universitats

BSC AI Factory

AI Factories

BSC AI Factory Partners

20 BSC YEARS

fct Fundação para a Ciência e a Tecnologia

TÜBİTAK

ICI

Affiliated entities

UPC UNIVERSITAT POLITÈCNICA DE CATALUNYA BARCELONATECH

CNCA Centro Nacional de Computação Avançada