University of Essex

LGBT+
TOOLKIT

University of Essex

SUPPORTING INCLUSIVITY IN OUR CURRICULUM AND PRACTICES

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SECTION 1
CONCEPT AND CONTEXT

1.0 OVERVIEW

1.1 This Toolkit

This toolkit is aimed at promoting LGBT+ inclusivity in our teaching and learning practices as well as within our internal and external community.

Rather than considering LGBT+ inclusion only as part of the academic curriculum, we decided to take a more holistic approach to teaching and learning that includes both formal learning events (such as classes, reading lists, assignments and feedback) and informal ones that happen within or outside of the classroom. We believe that learning is not limited to course content but to the whole experience of being a member of the University. Ray Lashley, Planning and Information Officer, who was interviewed as part of this project said:

"There's not one specific issue with one specific solution that's going to make the environment more inclusive. Looking at it in terms of the University's behaviour as a whole is probably the most effective way of creating an environment in which we're challenging people to think about these issues, consider and reflect on them and not just carry on as they've been 'trained' to behave. Where this brings specific issues forward that need to be tackled, having processes in place to support those affected is key."

The making of this toolkit was made possible by the support received through our University of Essex TALIF (Teaching and Learning Innovation Fund), and it follows the 'Internationalising the Curriculum' guide produced by colleagues in Learning and Development, in what we hope will be a long series of pedagogic support documents that foster the enhancement of our educational practices.

1.2 PURPOSE

The purpose of this document is twofold: to give a voice to the experience and opinions of students and staff at the University of Essex in relation to LGBT+ matters, and to provide a more structured source of support for academic and professional services staff in the implementation of an inclusive approach to teaching and learning.

The Essex LGBT+ Toolkit is not meant to be a prescriptive list of what must be done by staff and students, and it certainly cannot hope to be an exhaustive resource on the very kaleidoscopic topic of LGBT+ inclusivity; we would like to consider it as a supporting document that includes examples, information and guidance that we hope will increase awareness of LGBT+ matters and at the same time inspire action or change in support of our LGBT+ community.

Inclusion, respect of others and the valuing of people's individual characteristics are intrinsic to our University culture, and should be fostered in all subjects taught in every department and in all processes carried out across professional services teams. Professor Aletta Norval, Pro-Vice-Chancellor Education and the University's Gender Equality Champion, who was interviewed as part of this project said:

"We have a responsibility not just to be inclusive but to be seen to be inclusive and that includes communicating, and being very clear, educative, about the values we hold and exposing students to the arguments".

1.3 CONTEXT

This toolkit reflects the views and ethos of the University of Essex community, which at the time of its production comprises approximately 14,000 students and 2,500 members of staff.

It has been compiled by Ilaria Boncori, Senior Lecturer in the Essex Pathways Department and Karen Bush, Head of Equality and Diversity with the help of two Project Assistants, Jestin Bartlett and Marina Milagre de Andrade E Silva.

Much progress has been made towards greater equality, diversity and inclusion in the higher education sector in recent years, especially since the advent of the public sector equality duty in the Equality Act 2010. There is also a growing political imperative to address disparities in participation and outcomes, as well as improving social mobility.

Beyond legislation, there has also been a shift towards universities engaging with schemes designed to promote the embedding of inclusive practice. These schemes include the Stonewall Diversity Champions programme which the University signed up to in June 2011. The value of participating in these schemes was recognised by the Research Councils UK (RCUK) who, in January 2013, published its Expectations for Equality and Diversity[1]. RCUK specifically recommend participating in the Stonewall Diversity Champions programme as evidence that an institution is taking steps to embed LGBT+ equality and diversity.

At the time of joining Stonewall, the University had no policy in relation to gender reassignment or gender identity, no network for LGBT+ staff and no facility for staff to declare their gender as non-binary and use the title Mx. We did not ask staff or students to disclose their sexual orientation or gender identity and we had held no specific awareness-raising events around LGBT+ equality. We have however had a vibrant LGBT+ & Friends Society since 1971, and one of the students interviewed as part of this project said "Before I came to University I made sure there was an LGBT Society. I wouldn't have come here if there wasn't".

In the past 6 years our work to promote LGBT+ equality has included: setting up the Essex LGBT Alliance, introducing Codes of Practice for Sexual Orientation and Gender Reassignment, introducing monitoring/reporting processes for sexual orientation and gender identity, holding three careers events for LGBT+ students, creating a network of straight/LGBT+ allies, introducing unconscious bias training, increasing the visibility of LGBT+ staff and students through the development of role models, testimonials and case studies, and introducing Diversity Champions, all of us whom are members of the University's Senior team.

We have made good progress, but we recognise that we still have a long way to go. We know that the experience of LGBT+ staff and students is not always positive. Our disclosure rates for staff are still relatively low and we need to better understand why that is in order to increase disclosure rates to enable more robust monitoring. We also need to increase the number of staff and students completing equality and diversity training in order to raise awareness amongst a larger group of people of the rights and responsibilities of all members of our community in relation to equality and diversity. In addition we need to ensure that we keep LGBT+ issues in the forefront of our consciousness by talking about them. Maz Brook, Graduation Manager, who was interviewed as part of this project said:

"There's still a perception of what's 'normal' and there are people who say 'everything's fine, we don't need to talk about it', but if you don't talk about it and people aren't aware of the issues then that limits their experience and they will then base their world view and values on their limited experience. And if you don't contribute to that experience you're creating a block and making the problem big again".

We hope that this toolkit will go some way to addressing the challenges we know we still face and to making the environment here truly LGBT+ inclusive.

Ilaria Boncori, Senior Lecturer
Karen Bush, Head of Equality and Diversity

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1   http://www.rcuk.ac.uk/documents/skills/equalitystatement-pdf/

1.4 METHOD

Two main methods were used in order to understand the experience of LGBT+ people at the University: a questionnaire and interviews.

The questionnaire

This survey included 63 questions overall, although respondents were only asked to answer the questions relevant to their previous selections through a sub-division of the various topics. So, for instance, those who identified as being part of the LGBT+ community were asked more specific questions regarding their individual experience in that capacity.

The total population of those who took the survey was fairly equally spread across faculties and professional services sections, with 20% of the respondents identifying as academic staff, 34% as professional services staff, 35% as undergraduate students and 10% as postgraduates. Although a large percentage of our students (especially at postgraduate level) also work as members of staff on research projects and/or on teaching contracts, the split refers to the respondent's main role.

In total, 396 staff (54%) and students (46%) completed the survey – 34% of whom identified with the LGBT+ community. The questionnaire included both closed and open questions, in order to give people an opportunity to explain or clarify points.

The following information provides a demographic snapshot of our survey respondents:

The gender identity spread of the staff and students who participated in the survey was:

GENDER IDENTITY	PERCENTAGE
Cisgender Male (Male and was assigned Male at birth)	35%
Cisgender Female (Female and was assigned Female at birth)	53%
Transgender Male	2%
Transgender Female	1%
Agender	3%
Bigender	1%
Demiboy	0%
Demigirl	1%
Gender Fluid	2%
Nonbinary	2%
Trigender	0%
Two spiret	1%
Other (explain)	6%

And in terms of sexual orientation:

SEXUAL ORIENTATION	NUMBER	PERCENTAGE
Heterosexual (Straight)	223	56%
Gay	51	13%
Lesbian	22	6%
Asexual	7	2%
Bisexual	58	15%
Pansexual	13	3%
Other	22	6%

The vast majority of our respondents (85%) identified as white and declared no disability (92%). 62% of the participants did not identify with any religion, with the largest religious group (the only one adding up to more than 5%) being Christian (25%).

Interviews

We conducted in-depth semi-structured interviews with 15 members of staff and 7 students between 26th April 2016 and 7th June 2016. Interviews ranged from 30 minutes to approximately 85 minutes. The purpose of these interviews was to reach a more nuanced understanding of various matters related to the LGBT+ community at the University of Essex and to give voice to our participants' lived experience.

All interviewees signed an interview consent form and all conversations were audio-recorded. Data have been stored and protected in line with University policies.

Interviewees were asked whether they identify as a member of the LGBT+ community or not to allow for tailored questions to be asked. All other personal details regarding participants remained anonymous. All non-anonymised quotes provided by staff in this toolkit were approved by each individual prior to publication.

2.1 THE STRATEGIC AGENDA

The University has a long-standing commitment to challenging inequality and promoting equality and diversity. Our Equality and Diversity Policy Statement, which is included in all key University documents, articulates that commitment:

The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it and which ensures equality of opportunity for all its members. We expect staff, students and visitors to be treated, and to each other, with dignity and respect regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction. The University is committed to a programme of action to ensure that this policy is fully effective.

In addition, the University's activities, behaviours and decision-making are underpinned by a number of core values, one of which is inclusivity, and the prominence we give to these issues is fully supported by the Vice-Chancellor, Professor Anthony Forster, who said:

"I am absolutely committed to ensuring that our University is an open and supportive community, where we celebrate diversity in word and deed. Over the last three years we have taken a range of actions to address LGBT+ issues and we are committed to working tirelessly to ensure that every LGBT+ person is accepted without exception. I am keen that we challenge ourselves to think about how we might do things differently and I want to encourage colleagues to bring forward ideas to Karen Bush [Head of Equality and Diversity] to see what more we can do in living up to our values."

2.2 THE ESSEX LGBT+ POPULATION

In 2012 we started asking new staff to disclose their sexual orientation and whether their gender identity was the same as that they were assigned at birth. In 2013 this was rolled out to all staff with the introduction of HR Organiser. Although disclosure rates for sexual orientation are still relatively low, in three years they have risen from 8.1% (as at 31/12/13) to 37% (as at 31/12/16). The staff disclosure rate for gender identity is currently 42%. In total 60 current staff have disclosed as LGB and 6 have disclosed their gender identity as being different from that they were assigned at birth. One interviewee said

"My perception is that sometimes too much is made of it (disclosing) and if it was talked about less in the sense of policy and more in the social sense people may have a greater awareness of what the University does with that information. So maybe if [the information was included] within an induction, where new staff download the additional information on the University, and [details on] where to go for advice about LGBT+ issues was listed 'on the same level' as how to get involved in the Green Team, for example, then the message is that this is normal".

Students were asked to disclose their sexual orientation and gender identity for the first time at registration in 2012-13, by using categories defined by HESA who also started to collect this information for the first time in 2012-13. It is currently optional for institutions to collect and supply this data to HESA, and it is also optional for individual students to answer the relevant questions if asked. We return data for all students from whom we request the information. This is important as it allows the University and the sector more generally to understand the needs of its community and the impact of policy and changes.

You said, we did!

In response to feedback from staff, we have created an additional category for gender in the 'Personal' section of HR Organiser. In this section, under the 'sensitive information' tab, staff can record their gender as 'non-binary' for University purposes. One's legal gender is held separately and will not be changed. However, in the 'Employment' section of HR Organiser, under the 'HESA details' tab, individuals can say that their gender identity is either the same as, or different to, the gender assigned at birth. As mentioned above, we have also enabled staff to use the title 'Mx' if they wish to do so. To request this change, simply email staffing@essex.ac.uk.

New students can record their gender as non-binary and their title as Mx, for University purposes, as part of the pre-arrival online process. Returning students can update this information via the Online Registration system and any student wishing to update their gender or title mid-year should contact the Student Services Hub askthehub@essex.ac.uk and the Student Information team will update the student record. No formal documentation is required to make a change. A students' legal gender is held separately and can only be changed on receipt of relevant documentation.

Degree certificates are legal documents and have to be issued in the student's legal name and gender, but for all other purposes, e.g. the production of class lists, email accounts and more informal communication, the student's chosen gender identity and title must be used.

Sexual orientation disclosure rates for students have risen from 71.3% in 2012-13 to 89.3% in 2016-17. Gender identity disclosure rates have risen from 77.1% in 2012-13 to 95.1% in 2016-17. Current records show that 941 students have disclosed as LGB and 39 have disclosed their gender identity as being different from that they were assigned at birth.

Following on from this we are committed to using gender neutral language throughout our policies, regulations, publications etc. and this effort will continue as these documents are created, reviewed and updated.

2.3 WHAT THE SURVEY REVEALED

Gender identity and sexual orientation

Interestingly, a number of staff commented on the available terms provided in the gender identity and sexual orientation section of the survey, and some questioned the difference between these two categories. A number of people did not know of the word 'cisgender', which seems to be more common in the LGBT+ community, and others reported not having had any pervious knowledge of a number of terms, especially those related to non-binary gender identities. The queries and email exchanges regarding the language-specific aspect of the survey clearly pointed out the need for more clarity and awareness regarding terminology.

One of the issues identified in our survey is the lack of awareness regarding the different sexual orientations and/or gender identities. Specifically, many participants reported lack of understanding regarding the terms "non-binary" and "agender". While the terms "gay" and "lesbian" related to sexual orientation were easily understood, the term "bisexual" still caused some confusion. Philippa Lyon, Health and Safety Coordinator, said:

"With a bisexual person, they fall in love with someone and it doesn't matter whether that person is male or female. It's not a big deal".

In the cisgender community, misunderstandings or complete ignorance were often reported in terms of terminology linked to gender identity. Moreover, it became apparent that within the LGBT+ community the same term was used differently by individuals to describe their specific identity, even when their own definition did not conform to traditional ones.

You said, we did! We have put together a little glossary (included in this toolkit) for more guidance and support in terms of language, but please remember that the same term might also be interpreted differently by individuals who may take offence if addressed in the wrong way.

Over 70% of respondents in our survey reported not knowing how to address transgender students, and others highlighted difficulties in understanding how to make their classroom practices more inclusive.

You said, we did! A workshop designed by Dr Ilaria Boncori and Karen Bush is now available for staff through our Learning and Development programme in order to provide support to staff on supporting LGBT+ inclusion in teaching and learning.

Role models

Although 66% of our survey participants reported knowing LGBT+ staff or students within their team/department, and 70% reported having family members or close friends in the LGBT+ community, 80% of the respondents highlighted the perceived lack of role models within the institution, although various individuals were mentioned by name or role in the comments.

The term "role model" is often problematic as it can refer to both an LGBT+ person who is seen as successful in their life or career achievements, or it can be interpreted as someone who is directly involved in activities aimed at supporting the LGBT+ community. One interviewee said:

"With LGBT issues, it's so much about self-esteem and you can make yourself very vulnerable by being out and being different and having someone who you can see is happy and is doing what you wish you could do and looking how you wish you could look, having those positive role models is really important."

You said, we did! We created and published a video as part of the 'It gets better' global campaign in order to give more visibility to LGBT+ staff and students and to promote a more inclusive environment. The video features University of Essex staff and students sharing their memories regarding challenging times and explaining what made things better in their lives. The Testimonials also provide advice to those in the LGBT+ community. We hope that this video will contribute to the promotion of our inclusive learning environment and practices. You can find the video here via our Youtube channel link and our vimeo link.

A number of the staff mentioned as LGBT+ role models in the survey do not identify as members of the LGBT+ community, but still engage in activities and work aimed at promoting inclusion. Most of these University of Essex staff are part of our Straight Allies/LGBT+ Allies Network which aims to create a safe space for staff and students, offer an empathetic ear in conversations related to people's experiences at the University and provide a point of reference in terms of signposting services and support mechanisms available at the University (e.g. Harassment Advisory Network, Student Support, Essex LGBT Alliance etc.). Cara Booker, Research Fellow and Chair of the University's Global Forum, said:

"In my own way I've become a straight ally. I go to meetings and events about LGBT+ issues and some of my research is now on the health of LGB populations. I'm trying to be an advocate and it's important to me to do that"

More information on our network, support mechanisms and activities can be found on our Equality and Diversity website http://www.essex.ac.uk/equality/ or via email diversity@essex.ac.uk

Inclusive environment

Although 95% of the people who took part in our study felt that all students, staff and visitors at the University are welcome regardless of their gender identity or sexual orientation, only 79% of respondents agreed or strongly agreed that the University of Essex is an inclusive learning environment (7% disagreed or strongly disagreed, and 14% had a neutral response). At Essex we pride ourselves on our inclusive community and we work hard to create a welcoming and safe campus for all students and staff, as we believe that every individual member of our University community deserves to develop and fulfil their potential free from harassment. This is why we are keen to address and eradicate an environment of discrimination based on gender identity or sexual orientation, which still happens within our inclusive environment; 26% of respondents

reported having noticed specific acts of conscious or unconscious discrimination against the LGBT+ community.

Some examples of observed discriminatory behaviour included:

- The language used in paperwork, student records, IDs and applications.
- Using someone's sexual orientation as a negative adjective.
- Slurs on social media.
- Abusive language on nights out and in residences.
- The limited availability of gender neutral toilets on campus.
- The lack of gender-neutral changing rooms.
- Heteronormative assumptions regarding students or staff in conversations.
- Lack of awareness regarding gender identity issues for teaching staff and poor use of pronouns.
- Referring to groups of students or staff as 'Ladies and Gentlemen'.
- Male/female grouping in classes.

Discrimination because of their sexual orientation was directly experienced by 52 respondents. These are some examples of what they have had to face:

- Name calling and verbal abuse in school or in the streets.
- Bullying and harassment.
- Physical violence.
- Loss of family and friends.
- People making assumption regarding their sexual orientation and gender orientation.
- Having limited career options, being overlooked for promotion or developmental activity in the workplace.
- Being dismissed or ignored.
- Conflicts with one's religion or beliefs.
- Being excluded from conversations and social activities.

Discrimination related to gender identity was experienced by 15 respondents. The main issues faced included:

- Comments regarding clothing and physical appearance.
- Mocking of gender and/or use of pronouns.
- Teachers not accepting one's gender identity.
- The limited availability of gender-neutral toilets and changing facilities.
- Lack of understanding of non-binary gender identities.
- Misgendering.

You said, we did! The University is trialling the creation of a specific "Inclusivity Lead" role in each department to drive the implementation the University's inclusivity aims by leading on the development of good practice for each department. Our Equality and Diversity team is also working in liaison with Stonewall, the Students Union and senior staff at the University to enhance our policies and practices on an ongoing basis.

Language matters

As mentioned above, language is important, including verbal and non-verbal communication. Jokes that involve gender and sexual themes can be offensive to others, even if discrimination is unconscious. The use of phrases like "that's so gay", are common, and must be avoided and challenged.

Increased awareness of inclusive norms and practices is especially important in the multi-cultural environment we enjoy and value at the University of Essex as different social and cultural norms and habits can also be perceived as discriminatory by various groups.

You said, we did! The University of Essex now allows Identity cards (students and staff) to include the gender neutral title Mx. We are also recommending that minutes of meetings and committees only include academic titles, which are gender neutral.

Unnecessary gendered language in job adverts, policies, student assessment and classroom activities can also alienate people and make them feel less valued. For instance, beginning a meeting with "Good Morning Ladies and Gentlemen" would discriminate against those who do not identify with binary definitions of gender. The careless use of pronouns or the split between male/females in group work can also be problematic in the case of transitioning students or those with gender-fluid identities.

According to the results of our survey, only 45% of respondents are aware of the support the University of Essex provides to prevent and/or address inappropriate language and/or behaviour towards the LGBT+ community, and 72% said they wouldn't know who to contact if in need. Please liaise with our Equality and Diversity team (diversity@essex.ac.uk) and the LGBT Officer in the Students Union if you need support. We have a well established Harassment Advisory Network with an experienced team of trained advisers offering a confidential signposting service for anyone experiencing some form of harassment or bullying. Also, the University has been designated as an official Hate Crime Reporting Centre, acting as a safe place for the reporting of any hate crime, by either victim or witness.

Inclusivity

We asked people to define what inclusivity means to them. Here are some of the responses:

- Valuing, respecting and welcoming all people regardless of their gender, age, sexual orientation, country of origin, race etc., and what they look like.
- Anyone is allowed to express their own identity and self-understanding in whatever way they are comfortable with, without fear of discrimination.
- An action or policy of including people who might otherwise be excluded or marginalised.
- Everyone feeling welcome and equal.
- Treating everyone as equal.
- Everyone belonging and feeling as though they belong.
- An environment that is flexible enough to accommodate all students and gives them equal opportunities to thrive.
- To be able to be a part of the Essex family no matter what gender identity or sexuality a person has.

How can we try to make our teaching and learning more inclusive?

What does inclusivity means to you? How do you contribute to the promotion of an inclusive environment for visitors, students and staff around you?

Respondents to our survey highlighted a number of actions that could be implemented in order to enhance our behaviour and practices as members of the University:

- Learning more by reading about the topic and making those readings available to others.
- Considering LGBT matters in processes that involve students (admissions, health and safety, learning etc.) and staff (recruitment, promotion, wellbeing etc.).
- Attending/offering training courses.
- Increasing the use of gender neutral pronouns.
- Using LGBT+ readings, case studies and materials in classes.
- Avoiding assumptions about other people's gender and sexuality.
- Making it clear that discrimination is not tolerated.
- Providing a safe place and space for LGBT+ staff and students.

Only 55% of our respondents who identify as part of the LGBT+ population is 'out' at the University, and many people decide to make their personal life choices known only to some individuals inside or outside of the University. That percentage is lower before coming to the University, and can change in other environments and subsequent places of work or study. We want applicants, future employees, students and all members of our community to know that this is a safe place for them to explore and experience their lives as themselves. It is important not only to cultivate inclusion, but also to make it visible to others through imagery, statements, campaigns and communication that send the right message.

You said, we did!
The rainbow flag was identified in our data as the most representative symbol of the LGBT+ community. The University is proud to fly the rainbow flag on its flagpole during LGBT History Month (February) to show support and a visible commitment towards the LGBT+ community. We want everyone at Essex to feel at home.

In 2017 the edited volume "LGBT+ Perspectives – The University of Essex Reader" edited by Dr Ilaria Boncori was published with contributions by University of Essex staff and students on various topics.

The Essex "It gets better "video was identified as a way to spread a welcoming message of inclusion. The annual Essex "LGBT+ Careers Event" organized by the Essex LGBT Alliance (http://www.essex. ac.uk/equality/forums/lgbt-alliance.aspx) provides a platform to discuss the intersection between personal and professional issues for both individuals and organizations.

The University Employability and Careers Centre (http://www.essex.ac.uk/careers/) offers targeted support to LGBT+ students and graduates in order to enhance their employability, directing them to exciting opportunities to develop relevant skills, improve their CV and gain valuable experience.

Survey respondents who are part of the LGBT+ community asked for more opportunities to interact socially, for more gender-neutral spaces, more training for staff, more visibility of LGBT+ issues across all campuses, better awareness of relevant policies and support mechanisms.

You said, we did!
The Essex LGBT Alliance (which includes individuals from over 20 Essex-based organizations) sponsors Essex Pride and other LGBT+ friendly events in liaison with the Students Union.

A new post was created in HR with responsibility for projects and networks, which will foster the development and growth of social and formal networks within our University.

Moreover, staff and students identifying as non-binary can now record their gender as such for University purposes.

SECTION 2
TOOLS

PRACTICAL WAYS FORWARD: GUIDELINES, IDEAS, APPROACHES

3.1 GUIDELINES

Over recent years the University has updated a number of its policies and procedures in order to provide the best possible framework for our community. These documents have been commended by Stonewall as examples of true commitment towards the LGBT+ community. All staff can familiarise themselves with our policies and procedures here:

Equality and Diversity Framework and Sub-Strategy 2015-18 http://www.essex.ac.uk/equality/documents/equality-framework-sub-strategy-2015.pdf
Equality and Diversity Codes of Practice
http://www.essex.ac.uk/equality/documents/equality-diversity-codes-practice-2015.pdf
Guidelines for Dealing with Harassment and Bullying
http://www.essex.ac.uk/equality/harassment/harassment-guidelines.pdf
People Supporting Strategy
http://www.essex.ac.uk/hr/policies/docs/people-oct15.pdf

The People Supporting Strategy is organised into eight Key Themes, one of which is Equality and Diversity. Under this theme, it is made clear that unacceptable behaviour should be challenged in an appropriate way and that all staff must make themselves aware of their responsibilities and rights by completing equality and diversity training and taking personal responsibilities for their actions. Lauren Searle-Byrne, Administrative Assistant, said:

"It's not just the responsibility of those directly affected by unacceptable behaviour to challenge it, it's everyone's responsibility"

The role of Diversity Champions is to support and promote the work the University undertakes in relation to the protected characteristic for which they are champions. Diversity Champions aim to act as role models, taking actions when appropriate (although not intervening in specific cases), addressing behaviours when necessary and checking that diversity in its broadest sense is recognised, understood and considered during evaluation and decision making processes. As part of the University's commitment to equality and diversity within and beyond its community, Professor Anthony Forster (Vice-Chancellor) and Professor Lorna Fox O'Mahony (Executive Dean for the Humanities Faculty) are both sexual orientation champions. Professor Aletta Norval (Pro-Vice Chancellor Education) acts as the University's gender diversity champion, including gender identity, gender reassignment, pregnancy and maternity.

Staff or students who have the protected characteristic of gender reassignment will receive positive support from the University to meet their particular needs, and the University will ensure that those who have undergone, or who are undergoing, gender reassignment, are treated in all respects as the gender in which they live.

The University has a number of networks and societies for staff and students to join and/or obtain support from. These include the Essex LGBT Alliance, Straight/LGBT+ Allies (look out for visible signs that someone is a Straight/LGBT+ ally – this might be indicated on their email signature, rainbow flags on their doors, they may be wearing a rainbow lanyard or drinking from a Straight Allies mug) and Students' Union LGBT* and Friends Society.

UNISON fights discrimination and prejudice in the workplace on behalf of its lesbian, gay, bisexual and transgender (LGBT) members, working together in local and national groups to campaign and provide support. Alex Nicholas is the Branch Equality Officer (LGBT) for our University and the point of contact for equality issues relating to UNISON and LGBT members. Email Alex: alex.nicholas@essex.ac.uk for information on the UNISON's LGBT group.

UCU is also committed to the provision of support to their members and the Essex community. Dr Ilaria Boncori (iboncori@essex.ac.uk) and Jessie Mallinson (mallj@essex.ac.uk) are the current UCU Equality and Diversity Officers to contact in relation to any equality and diversity concerns.

3.2 PRACTICAL IDEAS AND APPROACHES FOR MAKING THE CURRICULUM AND LEARNING ENVIRONMENT MORE LGBT+ INCLUSIVE

As with other protected characteristics, the importance of making our curriculum and learning environment more LGBT+ inclusive cannot be underestimated. Some subjects lend themselves more easily to discussions around gender identity and sexual orientation, but very often the crucial point is not just *what* we learn and teach but *how*.

Here are some practical examples of what can be done to increase inclusivity in our teaching and learning environment within and outside of the classroom:

- Consider case studies that are LGBT+ relevant – could you use a film/company/case law/data set that is specifically related to the LGBT+ community?
- Add suggested readings (see reading list in the last section of this booklet, and the "LGBT+ Perspectives – The University of Essex Reader" for ideas and contributions) to your reading list/bibliography.
- Consider LGBT+ matters regarding sampling, ethical issues and data collection when exploring research methods, which usually go across disciplines.
- Can you set assignments that help challenge LGBT+ stereotypes or spread awareness of relevant issues?
- Avoid gendered language to refer to students or authors.
- Avoid gendered group work or divisions in the classroom.
- Invite speakers or add video/content to your module which is related to the LGBT+ community.

- Make it clear to students and staff that homophobic, biphobic and transphobic language is not acceptable. According to data available from Stonewall, name calling and discriminatory language is endemic in Britain's schools. Such language includes jokes or 'banter' that is negative or disrespectful of, or that perpetuates stereotypes about, LGBT+ people.
- Discriminatory behaviour needs to be addressed/challenged immediately and consistently in order to avoid reinforcing poor behaviour. Please liaise with the Equality and Diversity team if you are unsure of how to do this – some possible ways are to:
- Ask a question (e.g. what do you mean by that? Do you realise that your language is homophobic/biphobic/transphobic?
- Relate homophobic, biphobic and transphobic language to other types of discriminatory language (e.g. would you use words that were similarly hurtful about someone's race/religion/disability?)
- Link words to their personal impact to make it real (e.g. when you use that word it can make a person who is transgender or has transgender family or friends feel bad about themselves, is this what you mean to do?)
- Refer to university policies and procedures, our ethos, values and culture.
- Respect confidentiality if a student decides to 'come out' to you – they may not have done so with other members of staff or students.
- Don't make assumptions about who is lesbian, gay, bisexual or transgender.
- Ignoring or dismissing issues raised by students, not listening to students/staff concerns or refusing to make adjustments to one's professional practice is not part of the culture we want to promote and experience at the University of Essex.
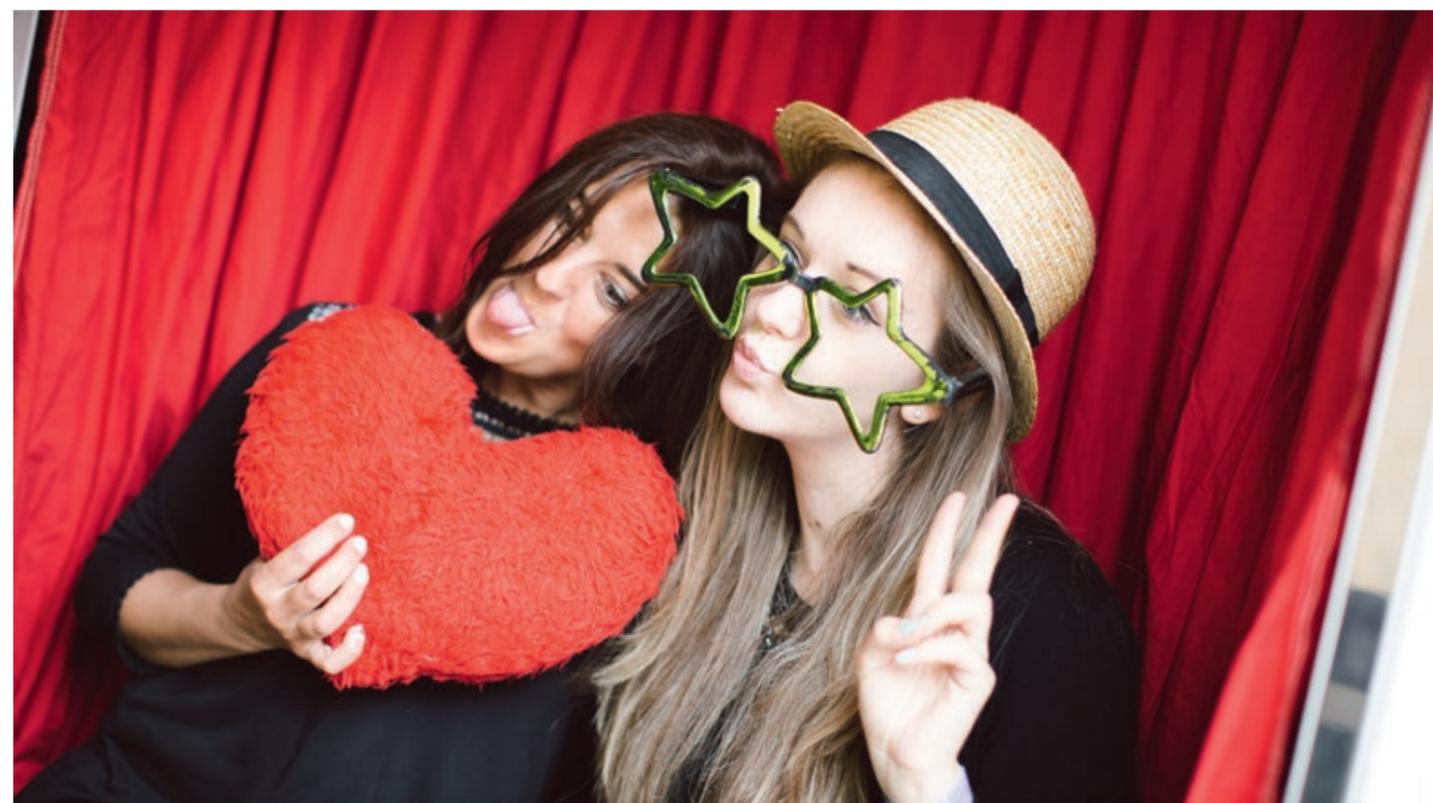
3.3 TIPS FROM INTERVIEWEES

One sentiment that came through clearly from all interviewees who identified as being part of the LGBT+ community was the importance of being treated as an individual, not a category. Also, interviewees highlighted that what's comfortable or right for one person doesn't necessarily apply to everyone, so please bear this in mind when reading these tips/thoughts/ideas – there is definitely no 'one-size-fits all!'

- "It's much easier for an LGBT+ person to go to a named person for support than it is to approach a whole service". So if you're a straight/LGBT+ ally, for example, make sure your commitment to LGBT+ inclusivity is visible – wear a rainbow lanyard, add it to your email signature, address/challenge inappropriate behaviour/language.

- "If a lecturer is warm and welcoming to everyone, students are more likely to talk to them if they have a problem".

- "I think it would be a good idea for awareness of these issues to be reinforced by all lecturers at the start". So during introductory lectures, in addition to telling students about the expectations in relation to their course, you could take the opportunity to talk about the University's commitment to inclusivity and how students, staff and visitors are expected to be treated, and to treat each other, with dignity and respect.

- Be clear about what respecting confidentiality means. "The University is made up of unique people and the moment you leak a little bit of information about someone, you've potentially narrowed who you're talking about down to 5 or 6 people"

- There's not necessarily one answer in understanding how an individual feels so if someone is talking to you about LGBT+ issues and you're struggling to understand say "Sorry, I don't mean this offensively but I don't fully understand, can you explain it to me please?"

- Encourage students to self-reflect and be ready to accept a piece of reflective writing that may expose controversial views. Ask students to keep a reflective learning log where they write down their first thoughts, for example about a particular character in a book, then ask them whether they intended to think about that character in that way and where their initial view came from.

- "You don't come out one day, you come out every day". Be mindful that for an LGBT+ person, they may have to explain their sexual orientation or gender identity multiple times to multiple people in a short space of time, which can be stressful and frustrating.

- "If you don't see visible role models, you feel like everyone's against you". If you identify as LGBT+ yourself, consider how you could be a visible role model to help your students.

- "You should never tell someone how they feel and how they identify because you're not in their head and you don't know how they're thinking and feeling".

- Make LGBT+ issues your issue, even if you don't identify as LGBT+ yourself. "It's a bit like sexual harassment/assault being seen only as a women's issue and therefore people who don't identify as female think they don't need to confront it or get involved with it".

- Don't condone offensive or discriminatory micro-

behaviours – they need to be challenged as well as the macro ones. "People only really take into account more physical aggression, macro issues, and wouldn't see any harm in making a joke of different gender identities".

- "I would have found being punched a lot less stressful than being the subject of homophobia".

- Think outside heteronormativity – don't always assume someone's partner is the opposite sex and show shock or surprise when that's not the case.

- If someone comes to talk to you because they're questioning their sexuality or gender identity, point them towards support and/or the 'It Gets Better' video. One interviewee said "It was pivotal for me when I was trying to find out who I was".

- Be aware of what support is available for LGBT+ people and how dealing with issues can impact on students' studies. "For some LGBT+ students, education and being successful takes a back seat and issues around sexuality and gender identity become their life".

- Don't assume that all transgender people are activists and are happy to answer any questions they're asked about transgender issues.

- Don't assume that by openly identifying with the LGBT+ community, people give you permission to ask personal questions regarding their gender or sexual orientation.

3.4 UNDERSTANDING THE TERMINOLOGY

Language can be very inclusive or indeed a source of exclusion. Grammar itself can be gendered with declinations and gender markers (like in Italian and Spanish) that make it impossible to express gender neutral ideas. However, it is also true that languages change and evolve, neologisms are introduced, slang is adapted and obsolete terms are abandoned. Alexa Tyrrell, Marketing Officer, said:

"I feel as though we've moved on in relation to people being very aware of what are now unacceptable terms relating to ethnicity or disability, but people are less careful about what they say in relation to LGBT people. Words such as 'gay', for example, can be used so flippantly, and so I think it's important that everyone is aware of what is acceptable to say and what is not acceptable to say".

The first aspect to clarify is the difference between gender identity and sexual orientation, which are often confused and both included in the LGBT+ acronym. One of our interviewees said: "the simplest way of putting it is that gender is what is in your mind and in your heart, it's about who you are; sexual orientation is about who you are attracted to and who you want to have sexual relationships with".

The title of this document includes the word LGBT+ as that 'plus' sign signifies the inclusion of all gender identities and sexual orientations. Any acronym aimed at encapsulating all members of the community will inevitably fail to be fully inclusive, or only prioritise some. Also, in any of its more developed forms, the acronym is rather lengthy (e.g. LGBTTQQIAAP – lesbian, gay, bisexual, transgender, transsexual, queer, questioning, intersex, asexual, ally, pansexual) and may still exclude some members of the community.

Pronouns

One of the most debated linguistic issues related to LGBT+ matters is the use of pronouns. Most of the time, when speaking our native language, we don't even think about the use of pronouns. When we see a person, we – often unconsciously – assign them a gender and automatically adjust our language when we refer to them. This is not a simple matter when referring to people who identify as gender neutral, gender fluid or agender. "Reading" others' gender and communicating in a respectful way can make a huge difference in peoples' feelings of being accepted for who they are and being valued in this environment.

One might have known someone for some time, when they decide to identify with another gender, which may create confusion and misunderstandings. Or people may assume gender based on what they see, which may bypass one's knowledge of the person and lead them to the use of the wrong pronoun. In some cases the person does not want to be identified with either gender, so using the appropriate pronoun is very important. When in doubt, it may be better to ask which pronoun they would like to be used. Also, please bear in mind that some people wear 'pronoun wristbands' to declare their preference.

Pronouns list

	Subject	Object	Possessive
Traditional Masculine	He	Him	His
Traditional Feminine	She	Her	Her
Gender Neutral	They	Them	Their
	Ze	Hir / Zir	Hir / Zir
	Xe	Xem	Xyrs
	Yo	Yos	Yos

Different LGBT+ terms and definitions used in the UK

The following pages include a glossary of LGBT+ related terms and brief definitions. Usually these are found at the back of a book, or in the appendices, but we want to incorporate these terms within the main text of our toolkit as terminology can create confusion and alienate people. This list was compiled by Jestin Bartlett, one of the student research assistants who worked on this project.

Although such a long glossary can turn into 'information overload', it is important to have at least some awareness of the most common words. As we write, many of those terms are indicated by the word processing software as mistakes, even though these are not wrong – they are just new or unusual or uncommon.

A (fairly) brief LGBT+ Glossary

This is a list (by no means exhaustive but rather comprehensive) of various LGBT+ terms and definitions used in the UK:

Ace: another term for asexual. A person who experiences no sexual attraction.

AFAB: acronym for "assigned female at birth".

Agender: a person who feels that they don't have a gender.

Ally: a person who supports and respects members of the LGBT+ community. Organizations often have 'straight allies' to show support to the LGBT+community.

AMAB: acronym for "assigned male at birth".

Androgynous: a gender expression that has elements of both masculinity and femininity.

Androphilic: an attraction to masculinity.

Aromantic: a person who experiences little or no romantic attraction to others and/or a lack of interest in forming romantic relationships.

Asexual: a person who experiences no sexual attraction.

Assigned Sex: the sex that a person was assigned at birth in terms of genitals.

Bicurious: a curiosity about having attraction to people of the same gender/sex.

Bigender: a person who fluctuates between traditionally "woman" and "man" gender-based behaviour and identities, identifying with both genders.

Binding: the process of flattening one's chest to have a more masculine looking chest (generally done through the use of binders).

Biological Sex: a medical term used to classify an individual as female, male or intersex – using hormonal, chromosomal or anatomical characteristics.

Biphobia: a range of negative attitudes towards bisexual individuals.

Biromantic: a person romantically attracted to people of two different genders.

Bisexual: a person emotionally, physically and/or sexually attracted to two genders or two sexes.

Blockers: a substance which prevents or inhibits a given physiological function. Often given to young Trans people before/during puberty to prevent biological changes of the assigned at birth sex.

Boi: a term used to describe queer females who present masculine.

Bottom Surgery: a term used to describe surgery on the genitals done to create harmony with a person's preferred gender expression.

Bottom: the man who takes the more submissive role during gay sexual interactions.

Bridging Prescription: a hormone prescription given to a Trans patient of their chosen gender identity by a GP whilst they are waiting for a GIC.

Butch: a female who identifies themselves as masculine, whether physically, mentally or emotionally. It can also be used as a derogatory term for lesbians.

Camp: a term used to describe gay and feminine behaviour of a gay man.

Cisgender (Cis): a person whose gender identity, biological sex and assigned sex at birth all match.

Cisnormativity: assumptions that everyone is cisgender. Or that cisgender identities are superior to non-cisgender identities.

Cissexism: a term to describe prejudice in the favour of cisgender people.

Cissimilation: the act of Trans people to comply with the standards of cisgender people of their gender identity.

Closeted: and individual who is not open to either themselves or others about their sexual orientation or gender identity.

Coming Out: the process by which one accepts and/or comes to terms with their own gender identity and/or sexual orientation. Also the process whereby a person shares their own gender identity and/or sexual orientation with others.

Constellation: the arrangement or structure of a polyamorous relationship.

Cross-dresser: someone who wears clothes of another gender/sex with which they identify as.

Demiboy: a term used for people who only partially identify as a boy/male.

Demigender: a term for people who only identify partially as a given gender.

Demigirl: a term used for people who only partially identify as a girl/female.

Demisexual: an individual who does not experience sexual attraction unless they have formed a strong emotional connection with another individual, often within a romantic relationship.

Drag King: someone who performs masculinity theatrically, or someone who cross-dresses with masculine clothing.

Drag Queen: someone who performs femininity theatrically, or someone who cross-dresses with feminine clothing.

Dyadic: not Intersex.

Dyke: a term referring to a masculine presenting lesbian. Often used as a derogatory term.

Emotional Attraction: an affinity for someone that evokes the want to engage in emotional intimate behaviour.

Enby: another term for a non-binary person.

Enbyfriend: a term used as a neutral romantic or sexual partner term (instead of boyfriend/girlfriend).

FAAB (FAB): an acronym of 'Female Assigned at Birth'. Used to differentiate between which binary gender identity a Trans person was assigned at birth.

Faggot (Fag): a derogatory term referring to a gay person. Also occasionally used as a self-identifying term for a gay man.

Female-to-Male transgender/transsexual: a person who identifies as male but was assigned female gender at birth.

Feminine of Centre: a word that indicates a range of terms of gender identity and gender presentation for folks who present, understand themselves and relate to others in a more feminine way.

Feminine presenting: a way to describe someone who expresses gender in a more feminine way.

Femme: someone who identifies themselves as feminine, whether it be physically, mentally or emotionally. Often used to refer to a feminine-presenting queer woman.

Fluidity (Fluid): describes an identity that may change or shift between or within a mix of sexual orientations/gender identities.

FtM / F2M: abbreviation for a female-to-male transgender or transsexual person.

Gay: a person who is attracted romantically, erotically and/or emotionally to people of the same sex.

Gender Binary: describes the two genders Male and Female. The binary genders are the only legally recognised in the UK and generally in society.

Gender Clues: what people use to attempt to tell the gender/sex of a person. These include hairstyle, voice, body shape, facial hair, clothes, accessories etc.

Gender confirmation surgery: a term used to describe surgeries carried out to change the appearance of a person to match their gender identity.

Gender Dysphoria: a term used to describe anxiety and/or discomfort towards one's assigned sex at birth.

Gender Expression (Presentation): the gender that a person dresses and/or presents themselves as.

Gender Identity Disorder (GID): a mental health diagnosis (DSM 3 and DSM 4) given to transgender or non-cisgender people. Often used by medical professionals but seen as derogatory and offensive. DSM 5 it was replaced with gender dysphoria.

Gender identity: the gender that a person self-identifies as. The person's internal sense of what gender(s) they are.

Gender Non-Conforming (GNC): someone whose gender presentation, whether by nature or by choice, does not align in a predicted fashion with gender-based expectations.

Gender Normative (Gender Straight): someone whose gender presentation, whether by nature or by choice, aligns with society's gender-based expectations.

Gender Variant: someone who either by nature or by choice does not conform to gender-based expectations of society.

Gender: refers to the sociological set of boundaries and signifiers that may define people as being feminine, masculine, or androgynous.

Genderfluid: moving between genders.

Genderflux: a gender identity which involves a shift in gender "intensity'.

Genderless: a person who feels that they don't have a gender or identifies as being without a gender.

Genderqueer: a gender identity label often used by people who do not identify with the binary of man/woman.

GIC: an acronym for 'Gender Identity Clinic'.

GRC: Gender Recognition Certificate. A certificate that recognises the person's new gender, which protects the person's transgender status, and enables them to change their gender on birth certificates and marry under their new gender. Often asked for by businesses or employees as proof of gender change, but it is illegal to ask for.

GSM: Gender and Sexual Minorities.

Gynephilic: an attraction to femininity.

Hermaphrodite: an outdated and derogatory term for someone whose combination of chromosomes, gonads, hormones, internal sex organs and genitals differs from the two expected patterns of male or female.

Heteronormativity: the assumption that everyone is heterosexual, and that being heterosexual is the norm.

Heterosexism: a behaviour that grants preferential treatment to heterosexual people, reinforces the idea that heterosexuality is somehow better or more "right" than queerness, or makes other sexualities invisible.

Heterosexual: a person emotionally, physically, and/or sexually attracted to members of the opposite sex.

Homophobia: an umbrella term for a range of negative attitudes towards the LGBT+ community.

Homosexual: a person emotionally, physically and/or sexually attracted to members of the same sex.

HRT: an abbreviation of 'Hormone Replacement Therapy', which is any form of hormone therapy wherein the patient, in the course of medical treatment, receives hormones, either to supplement a lack of naturally occurring hormones, or to substitute other hormones for naturally occurring hormones.

Intergender: a person whose gender identity is between genders or is a combination of genders.

Intersex: someone whose combination of chromosomes, gonads, hormones, internal sex organs and genitals differs from the two expected patterns of male or female. Formerly known as hermaphrodite.

Lesbian: a female who is attracted romantically, erotically and/or emotionally to another female. It can be shortened or referred to as Les, Lez, Lesbo, Leso, Lezzie, which are often seen to be derogatory.

Lipstick Lesbian: refers to a lesbian with a feminine gender expression. Can be used both positivity and in a derogative manner. It is sometimes used to refer to a lesbian who is assumed to be straight.

MAAB (MAB): an acronym of 'Male Assigned at Birth'. Used to differentiate between which binary gender identity a Trans person was assigned at birth.

Male lesbian: a male bodied person who identifies as a lesbian. Primarily attracted to lesbian, bisexual or queer identified people.

Male-to-Female transgender/transsexual: a person who identifies as Female but was assigned male at birth.

Masc: someone who identifies themselves as masculine, whether physically, mentally or emotionally. Often used to refer to a masculine-presenting queer man.

Masculine of Centre: a word that indicates a range of terms of gender identity and gender presentation for folks who present, understand themselves and/or relate to others in a more masculine way.

Masculine Presenting: a way to describe someone who expresses gender in a more masculine way.

Metrosexual: a man with a strong aesthetic sense who spends more time, energy, or money on his appearance and grooming than is considered gender normative. Often used to refer to camp men.

MSM: acronym for "men who have sex with men" to distinguish sexual behaviours from sexual identities.

MtF / M2F: abbreviation for male-to-female transgender or transsexual person.

Mx: gender neutral title.

Non Binary: an umbrella term used for all genders other than female/male. Not all Non-Binary people identify as Trans, and some Trans people don't identify as Non-Binary.

Non-Op: a term used to describe Trans people who are not planning on undergoing surgery related to their transition.

Oestrogen: the hormone given to M2F Trans people, to make their body and appearance feminine.

Omnisexual: a person who experiences sexual, romantic, physical and/or spiritual attraction for people of all gender identities/expressions.

Outing: involuntary or unwanted disclosure of another person's sexual orientation, gender identity, or intersex status.

Pack and Play: a type of packer used by FtM people to allow them to have sex as a 'male'.

Packing: a term generally used for FtM when wearing a device (often a packer) on the groin under clothing to create a 'masculine bulge'. An STP or 'Pack and Play' can be used for 'male' functions.

Pangender: a person who identifies as a combination of aspects from both men and women and/or other identities.

Pansexual: a person who experiences sexual, romantic, physical and/or spiritual attraction for people of all gender identities/expressions.

Passing: a term used to describe being read as the gender that one identifies with.

Polyamorous: used for people who have an open and consensual relationship with two or more people.

Progestogen: a natural steroid hormone that prevents ovulation, generally given to F2M to help with dysphoria.

Queer: a term for people of marginalized gender identities and sexual orientations who are not cisgender and/or heterosexual.

Questioning: an individual who is unsure about or is exploring their own sexual orientation and/or gender identity.

RLE: an acronym for 'Real Life Experience'. A term used to describe a Trans* person living fully out and as their gender identity. This is needed for at least a year, most often 2 years, before a GIC prescribes hormones.

Romantic Attraction: an affinity for someone that evokes the want to engage in romantic behaviour.

Self-determined Gender: a person's inner sense of their own gender identity, which is independent of their gender expression, biological makeup and any gender that may be externally attributed to them by other people.

Sex assigned at birth: the gender a baby is assigned at birth due to their genitalia.

Sex Reassignment Surgery (SRS): a term used by medical professionals to refer to groups of surgeries that alter a person's biological sex.

Sexual Attraction: an affinity for someone that evokes the want to engage in sexual intimate behaviour.

Sexual Orientation: a person's sexual identity in relation to the gender in which they are attracted to.

Sexuality: a person's sexual orientation or preference.

Skoliosexual: attracted to genderqueer or transsexual people and expressions. Attraction to non-cisgender people.

Spiritual Attraction: an affinity for someone that evokes the want to engage in emotional intimate behaviour.

Stealth: a term used to describe a transgender person who passes as their transitioned gender, without being out socially as transgender.

Stereotypical genders: refers to Male and Female.

STP: an abbreviated term of 'Stand To Pee', a specific designed packer to allow FtM people to stand and pee and to use urinals.

Straight: a person emotionally, physically and/or sexually attracted to members of the opposite sex.

Stud: a term used to indicate a Black/African-American or Latina lesbian/queer female. It can also be used to refer to a masculine lesbian.

Switch: a gay man who is both a Top and a Bottom.

T: an abbreviation of Testosterone, the hormone given to F2M trans people, to make their body and appearance masculine.

Third Gender: a person who doesn't identify as either male or female.

Top Surgery: a term used to describe the surgery on the chest to construct a 'male' type chest for FtM people.

Top: the man who takes the more dominant role during gay sexual interactions.

Tranny: a derogative term used to refer to trans (generally M2F) or cross dresser (MtF) people.

Trans*: an umbrella term used to describe a range of identities that don't fit the social defined gender norms. Also used to refer to someone who does not identify with the gender assigned at birth.

Transfeminine/Transwoman: a person who identifies as female but was assigned as male at birth.

Transgender (Trans): a term used to describe a gender identity opposite to the one a person was assigned at birth. Some Transsexual's identify as Transgender as the term generally implies less stigma and discrimination, and more acceptance.

Transitioning: the process in which a person is changing from assigned gender to their gender identity, which could involve medical intervention. Not all transgender people want or choose to have surgery when transitioning.

Transmasculine/Transman: a person who identifies as male but was assigned as female at birth.

Transphobia: discrimination and/or hatred of trans people and/or the trans community.

Transsexual: a medical term used for a person who identifies psychologically as a gender/sex other than the one to which they were assigned at birth. Transsexuals usually wish to transform their bodies hormonally and surgically to match their inner gender/sex. It can also be used as a derogatory term.

Transvestite: someone who wears clothes of another gender/sex, to which they often identify as.

Trigender: a term for people who feel they are neither male nor female, but not androgynous either and construct their own gender.

Tucking: the act of arranging 'male' genitalia to reduce the 'masculine bulge' used by MtF people, and sometimes Drag Queens.

Two-Spirit: a person who identifies and/or fulfils roles of both stereotypical genders.

WSW: acronym for "women who have sex with women" to distinguish sexual behaviours from sexual identities.
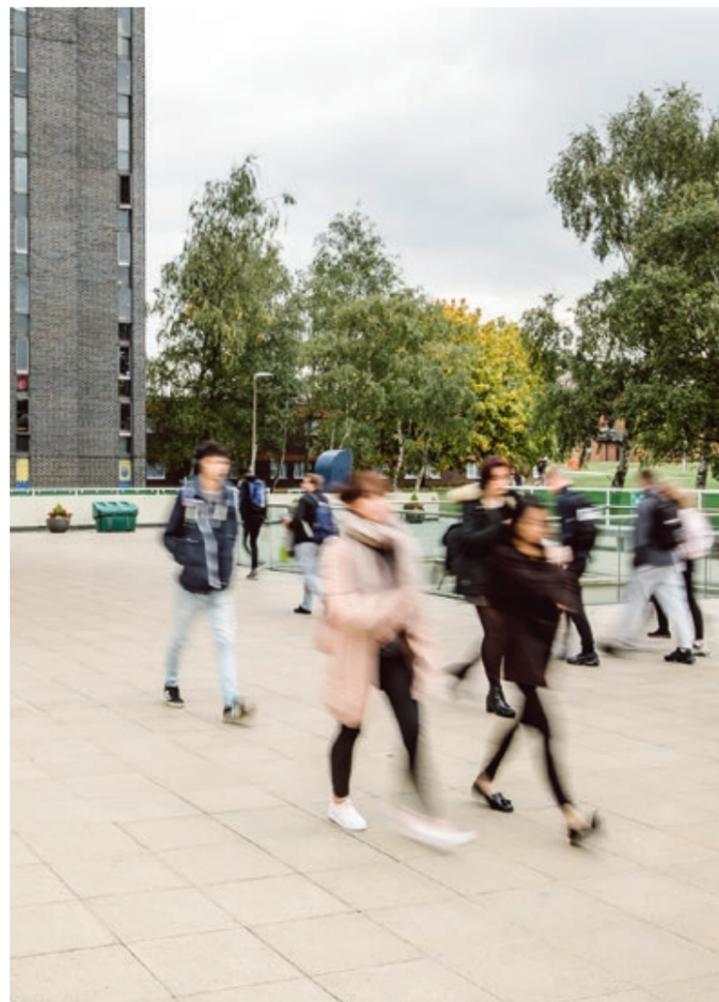
Reading List and other resources

We have created a reading list with LGBT+ related sources categorised by broad subject area. This supplements the comprehensive collection of LGBT+ material in the Albert Sloman Library which can be found here https://essex.rl.talis.com/lists/E014C5BB-3B67-E2CB-469C-87ABE7A892CE.html. This collection includes works in the following areas:

- LGBT+ fiction
- Biographies of LGBT+ people
- LGBT+ families
- LGBT+ health
- Identity, transitioning and coming out
- Hate, discrimination and bullying
- Citizenship
- Law

We hope that this will form the start of a larger inclusivity library for perusal of staff and students. This list was compiled by Marina Milagre De Andrade E Silva, one of the student research assistants who worked on this project.

4.1 A LITTLE LGBT+ READING LIST (BY SUBJECT)

Accounting, Finance and Banking

1. Unwanted pursuit behavior after breakup: occurrence, risk factors, and gender differences – Olivia De Smet, Katarzyna Uzieblo, Tom Loeys, Ann Buysse, Thomas Onraedt, 2015

2. Three Legs on the Ground: Retirement Income Essentials for LGBT Adults – David Godfrey, 2012

3. Lesbian, gay, bisexual and transgender people's attitudes to end-of-life decision-making and advance care planning – Mark Hughes, Colleen Cartwright, 2015

Acting

1. Acting straight: reality TV, gender self-consciousness and forms of capital – David Alderson, 2014

2. Performing prodigals and dissident acolytes: supporting queer postgraduates in the visual arts – Welby Ings, 2015

3. Bone-breaking, black social dance, and queer corporeal orature – Thomas F. DeFrantz, 2016

4. Lest we forget: HIV/AIDS and queer theatre and performance in Canada – Dirk Gindt, 2015

5. Queer archives, queer movements – Robert Summers, 2015

6. Teaching tolerance without pushing the envelope: the Laramie Project in high school theatres – Sara Simons, 2015

7. La MaMa's Squirts: igniting queer intergenerational dialogue through performance – Jayson Morrison, 2015

8. 'Dissemblage' and 'Truth Traps': creating methodologies of resistance in queer autobiographical theatre – Lazlo Pearlman, 2015

9. Using theatre to change attitudes toward lesbian, gay, and bisexual students – Susan Iverson, Christin Seher, 2014

10. 'It gets narrower': creative strategies for re-broadening queer peer education – Anne Harris, David Farrington, 2014

11. Treading across lines in the sand: performing bodies in coalitional subjectivity – Kimberlee Perez, Dustin Bradley Goltz, 2010

12. A different kind of community theatre: performance projects with LGBT adolescents – Michelle Ebert Freire, 2007

13. Queer theory and performance – Craig Gingrich-Philbrook, 2003

Biological Sciences and Health

1. Inviting queer ideas into the science classroom: studying sexuality education from a queer perspective – Mattias Lundin, 2014

2. Biological determinism and LGBT tolerance: a quantitative exploration of biopolitical beliefs – Kathleen Dunn, 2010

3. How different are the adult children of parents who have same-sex relationships? Findings from the New Family Structures Study – Mark Regnerus, 2012

4. The health equity promotion model: reconceptualization of lesbian, gay, bisexual, and transgender (LGBT) health disparities – Karen I. Fredriksen-Goldsen, Jane M. Simoni, Hyun-Jun Kim, Keren Lehavot, Karina L. Walters, Joyce Yang, Charles P. Hoy-Ellis, Anna Muraco, 2014

5. What's wrong with be(com)ing queer? Biological determinism as discursive queer hegemony – S. Weber, 2012

6. Creating welcoming spaces for lesbian, gay, bisexual, and transgender (LGBT) patients: an evaluation of the health care environment – Zachary McClain, Linda A. Hawkins, Baligh R. Yehia, 2016

7. Mapping queer bioethics: space, place, and locality – Lance Wahlert, 2016

8. The body as a site of gender-related distress: ethical considerations for gender variant youth in clinical settings – Katrina Roen, 2016

9. Bodies on display: queer biopolitics in popular culture – Cathy Hannabach, 2016

10. Learning from Philadelphia: topographies of HIV/AIDS media assemblages – Lisa Cartwright, 2016

11. Misrepresentations of evolutionary psychology in sex and gender textbooks – Benjamin M. Winegard, Bo M. Winegard, Robert O. Deaner, 2014

12. LGBT people and the work ahead in bioethics – Timothy F. Murphy, 2015

13. Queering the fertility clinic – Laura Mamo, 2013

14. Respondent-driven sampling among gay and bisexual men: experiences from a New Zealand pilot study – Adrian H. Ludlam, Peter J. W. Saxton, Nigel P. Dickson, Jeffery Adams, 2015

15. Imagination and integrity: decision-making among lesbian couples to use medically provided donor insemination – Catherine Donovan, Angelia R. Wilson, 2008

16. Reflections on the recent history and near future of LGBTQ Scholarship – L. Blachford, 2014

17. Increased risk of suicide attempts among black and Latino lesbians, gay Men, and bisexuals – Shannon O'Donnell, Ilan H. Meyer, 2011

Computer Science and Electronic Engineering

1. Online surveys for LGBT research: issues and techniques – Ellen D. B. Riggle, Sharon S. Rostosky, Stuart C. Reedy, 2005

2. The citation landscape of scholarly literature in LGBT studies: a snapshot for subject librarians – Karen Anteil, 2012

3. The lesbian, gay, bisexual and transgender community online: discussions of bullying and self-disclosure in YouTube videos – Michael Green, Ania Bobrowicz, Chee Siang Ang, 2015

4. Community organizing for database trial buy-In by patrons – JJ Pionke, 2015

5. Identity performance in roleplaying games – Danielle Nielsen, 2015

6. Zero feet away: the digital geography of gay social media – Yoel Roth, 2016

7. Loneliness, internalized homophobia, and compulsive internet use: factors associated with sexual risk behavior among a sample of adolescent males seeking services at a community LGBT center – Kathryn DeLonga, Hector L. Torres, Charles Kamen, Stephanie, N. Evans, Susanne Lee, Cheryl Koopman, Cheryl Gore-Felton, 2011

8. Social network analysis for analyzing groups as complex systems – Andrew Quinn, Ralph Woehle, Kathleen Tiemann, 2012

9. Computer science security research and human subjects: emerging considerations for research ethics boards – Elizabeth Buchanan, John Aycock, Scott Dexter, David Dittrich, Erin Hvizdak, 2011

10. A cyberfeminist utopia? Perceptions of gender and computer science among Malaysian women computer science students and faculty – Vivian Anette Lagesen, 2008

11. Queer in STEM: workplace experiences reported in a national survey of LGBTQA individuals in Science, Technology, Engineering, and Mathematics careers – Jeremy B. Yoder, Allison .Mattheis, 2016

Economics

1. It's not personal, it's just business: the economic impact of LGBT legislation – Lauren Box, Lauren, 2015

2. Past, present, and future of gay and lesbian consumer research: critical review of the quest for the queer dollar – Whitney Ginder, Sang-Eun Byun, 2015

3. Outing the invisible poor: why economic justice and access to health care is an LGBT Issue – Laura F. Redman, 2010

4. The social and economic imperative of lesbian, gay, bisexual, and transgendered supportive organizational policies – Eden B. King, Jose M. Cortina, 2010

5. Pro-business or anti-gay? Disguising LGBT animus as economic legislation – Alex Reed, 2013

6. Pride at work: organizing at the intersection of the labor and LGBT Movements – M. Kelly, A. Lubitow, 2014

Education

1. Teaching note – heterosexism as experienced by LGBT social work educators –Lisa M. Johnson, 2014

2. Unexpected generosity and inevitable trespass: rethinking intersectionality – Cris Mayo, 2015

3. Being who I am: effective teaching, learning, student support, and societal change through LGBQ faculty freedom – Janice M. Orlov, Katherine R. Allen, 2014

4. Reflections on the life histories of today's LGBQ postsecondary students – James L. Olive, 2012

5. On being naïve: a queer aesthete in art education – Adam Greteman, 2015

6. "Never in all my years…": nurses' education about LGBT health - Rebecca Carabez, Marion Pellegrini, Andrea Mankovitz, Mickey Eliason, Mark Ciano, Megan Scott, 2015

7. "Everyone needs a class like this": high school students' perspectives on a gay and lesbian literature course – Kirsten Helmer, 2015

8. Broadening partner benefits to improve recruitment and retention among LGBT employees In United States Institutions of Higher Education – Russell Shrader, 2016

9. Queering the academy: new directions in LGBT research in higher education – Louisa Allen, 2015

10. Improving the evidence base for LGBT cultural competence training for professional psychologists: Commentary on 'quality LGBT health education: a review of key reports and webinars' – David W. Pantalone, 2015

11. California's FAIR Education Act: addressing the bullying epidemic by ending the exclusion of LGBT people and historical events in textbooks and classrooms – Senator Mark Leno, 2013

12. Queer pedagogies out of place and time: redrawing the boundaries of youth, sexual and gender difference, and education – Daniel Marshall, 2016

13. Supporting LGBTQ students in physical education: changing the movement landscape – Betty Ann Block, 2014

14. An evaluation of lesbian, gay, bisexual, and transgender (LGBT) health education in pharmacy school curricula - Madalene Mandap, Sarah Carrillo, Sharon L. Youmans, 2014

15. Faith and LGBTQ inclusion: navigating the complexities of the campus spiritual climate in Christian higher education – Alyssa N. Rockenbach, Rebecca E. Crandall, 2016

16. 'Examining cohort differences and resilience among the aging LGBT community: implications for education and practice among an expansively diverse population': corrigendum – Michael P. Dentato, John Orwat, Marcia Spira, Benjamin Walker, 2015

17. Beyond bullying: the limitations of homophobic and transphobic bullying interventions for affirming lesbian, gay, bisexual and trans (LGBT) equality in education – Kate Marston, 2015

18. Doing it for ourselves: building communities for health education and support for older lesbian/bisexual women – Michele J. Eliason, 2015

19. Bolstering the preparation of school counsellor – principal teams for work with LGBT youth: recommendations for preparation programs – Matthew J. Beck, 2016

20. Limitations of focussing on homophobic, biphobic and transphobic 'bullying' to understand and address LGBT young people's experiences within and beyond school – Eleanor Formby, 2015

21. Bringing LGBTQ topics into the social studies classroom – Brad M. Maguth, Nathan Taylor, 2014

22. Best not forget lesbian, gay, bisexual, and transgender themed children's literature: a teacher's reflections of a more inclusive multicultural education and literature program – Gabriel Flores, 2016

23. Including transgender students in school physical education – John T. Foley, Court Pineiro, Dan Miller, Melissa L. Foley, 2016

History

1. A proud LGBT history – Jason Warriner, 2016

2. Local histories, European LGBT designs: sexual citizenship, nationalism, and "Europeanisation" in post-Yugoslav Croatia and Serbia – Katja Kahlina, 2015

3. The co-optation of LGBT movements in Mexico and Nicaragua: modernizing clientelism? - Marcus J. McGee, Karen Kampwirth, 2015

4. Book review: interpreting LGBT history at museums and historic sites – J. Tyburczy, 2015

5. Learning history through digital preservation: student experiences in a LGBT archive – Anthony Cocciolo, 2013

6. Out in the union: A labor history of queer America – Miriam Frank, 2014

7. The empathetic meme: situating Chris Crocker within the media history of LGBT equality struggles – D. T. Scott, 2014

8. Documenting Boston's LGBT History – Stephen Nonack, 2007

9. Chicago whispers: a history of LGBT Chicago before Stonewall – St Sukie de la Croix, 2012

10. Queer law and order: sex, criminality, and policing in the late twentieth-century United States – Timothy Stewart-Winter, 2015

11. Borderlands, diasporas, and transnational crossings: teaching LGBT Latina and Latino histories – Horacio N. Roque Ramírez, 2006

12. The history of sexuality: The will to knowledge – Michel Foucault, 1976

Human Rights

1. Do ask, do tell: where is the protection against sexual orientation discrimination In international human rights law? – Kerstin Braun, 2014

2. Pride and prejudiced: Russia's anti- gay propaganda law violates the European Convention on Human Rights – Stephan Polsdofer, 2014

3. Transnational LGBT activism: working for sexual rights worldwide – Ryan R. Thoreson, 2014

4. Human rights in the overseas territories: in policy but not in practice? – Peter Clegg, Fred Dunwoodie-Stirton, Phillip Cole, 2016

5. The right to family life free from discrimination on the basis of sexual orientation: the European and inter-American perspectives – Nadia Melehi, 2014

6. Sexual health needs and the LGBT community – Sue Campbell, 2013

7. A skunk at the garden party: the Sochi Olympics, state-sponsored homophobia and prospects for human rights through mega sporting events – Derek Van Rheenen, 2014

8. Transnational promotion of LGBT rights – Ashley Currier, 2016

9. The legal rights of LGBT youth in state custody: what child welfare and juvenile justice professionals need to know – R. Estrada, J. Marksamer, 2006

10. To what extent have the rights of transgender people been underrealized in comparison to the rights of lesbian, gay, bisexual, and queer/questioning people in the United Kingdom? – Thomas Stocks, 2015

Human Sciences

1. Marriage and family: LGBT individuals and same-sex couples – Gary J. Gates, 2015

2. Negotiating the intersection of racial oppression and heteronormativity – Lance C. Smith, Richard Q. Shin, 2015

3. Playing with science: sexual citizenship and the Roman Catholic Church counter-narratives in Slovenia and Croatia – Roman Kuhar, 2015

4. The Greater St. Louis LGBT health and human services needs assessment: an examination of the silent and baby boom generations – Meghan Jenkins Morales, M. Denise King, Hattie Hiler, Martin S. Coopwood, Sherrill Wayland, 2014

5. Social work and gender: an argument for practical accounts – Hicks, Stephen, 2015

6. Inviting queer ideas into the science classroom: studying sexuality education from a queer perspective – Mattias Lundin, 2014

7. Psychometric properties of the support for lesbian and gay human rights scale – Todd Morrison, Darragh McDermott, 2009

8. Lesbian, gay, bisexual, and transgender careers and human resource development: a systematic literature review – Ciarán McFadden, 2015

9. American Geriatrics Society care of lesbian, gay, bisexual, and transgender older adults Position Statement – American Geriatrics Society Ethics Committee, 2015

10. Advancing transgender family rights through science: a proposal for an alternative framework – Maya Sabatello, 2011

11. The social construction of gender and sexuality: learning from two spirit traditions – Maia G. Sheppard, J. B. Mayo, 2013

12. Enhancing dental and dental hygiene student awareness of the lesbian, gay, bisexual and transgender population – Elizabeth Aguilar, Jacquelyn Fried, 2015

13. The global politics of lesbian, gay, bisexual and transgender human rights: an introduction – Kelly Kollman, Matthew Waites, 2009

14. The 'neat concept' of sexual citizenship: a cautionary tale for human rights discourse – Angelia R. Wilson, 2009

15. Categories and their consequences: understanding and supporting the caring relationships of older lesbian, gay and bisexual people – Ann Cronin, Richard Ward, Steve Pugh, Andrew King, Elizabeth Price, 2011

16. Marriage and family: LGBT Individuals and same-sex couples – Gary J. Gates, 2015

17. Negotiating the intersection of racial oppression and heteronormativity – Lance C. Smith, Richard Q. Shin, 2015

Language and Linguistics

1. Grammatical gender as a challenge for language policy: the (im)possibility of non-heteronormative language use in German versus English – H. Motschenbacher, 2014

2. Expanding the queer linguistic scene: multimodality, space and sexuality at a South African university – Tommaso M. Milani, 2013

3. Straight talking: the sociolinguistics of heterosexuality – Deborah Cameron, 2014

4. 'Gay and Zulu, We Speak IsiNgqumo': ethnolinguistic identity constructions – Stephanie Rudwick, 2010

5. Sociophonetics and sexuality: discussion – Deborah Cameron, 2011

6. Writing queer desire in the language of the "Other": Abdellah Taïa and Rachid O – Gibson Ncube, 2014

7. "Dolls or teddies?" – Lucy Jones, 2014

8. Lavender lessons learned; or, what sexuality can teach us about phonetic variation – Benjamin Munson, 2011

9. 'Maricon,' 'Pajaro,' and 'Loca': Cuban and Puerto Rican linguistic practices, and sexual minority participation, in U.S. Santeria – Salvador Vidal-Ortiz, 2011

10. Emerging queer epistemologies in studies of 'gay'-student discourses – Cynthia D. Nelson, 2012

11. LGBT-inclusive language – Michael Weinberg, 2009

12. Bringing sexuality to the table: language, gender and power in seven lesbian families – Sarah Wagner, 2010

13. "He's a big old girl!" Negotiation by gender Inversion in gay men's speech – Ole R. Johnsen, 2008

Law and Human Rights

1. The rights of lesbian, gay, bisexual, and transgendered peoples and international human rights law – Claudia Martin, Diego Rodriguez-Pinzon, 2014

2. International courts as agents of legal change: evidence from LGBT rights in Europe – Laurence R. Heifer, Erik Voeten, Edmund A. Walsh, 2014

3. Levels of generality and the protection of LGBT rights before the United Nations General Assembly – Anthony S. Winer, 2015

Literature, Film and Theatre Studies

1. Queer or human? LGBT film festivals, human rights and global film culture – Karl Schoonover, 2015

2. Call me Kuchu: post-Colonial dynamics in transnational LGBT Filmmaking – Carrie Hart, Rick Dillwood, 2015

3. Gays and queers: from the centering to the decentering of homosexuality in American films – James Joseph Dean, 2007

Management/Marketing

1. Un/doing chrononormativity: negotiating ageing, gender and sexuality in organizational life – Kathleen Riach, Nicholas Rumens, Melissa Tyler, 2014

2. Bisexuality and diversity management—addressing the B in LGBT as a relevant 'sexual orientation' in the workplace – Thomas Köllen, 2013

3. Internal marketing and the enactment of sexual identity – Sam Bairstow, Heather Skinner, 2007

4. Communication privacy management among adult children with lesbian and gay parents – Diana Breshears, Rebecca DiVerniero, 2015

5. How heterosexist are health and human services organizations? an exploratory study of tolerance in western New York – Trevor G. Gates, 2015

6. Queer identity management and political self-expression on social networking sites: a co-cultural approach to the spiral of silence – Jesse Fox, Katie M. Warber, 2015

7. Anxious displacements: the representation of gay parenting on modern family and the new normal and the management of cultural anxiety – A. Cavalcante, 2015

8. Voice, silence, and diversity in 21st century organizations: strategies for inclusion of gay, lesbian, bisexual, and transgender employees – Myrtle P. Bell, Mustafa F. Özbilgin, T. Alexandra Beauregard, Olca Sürgevil, 2011

Mathematical Sciences

1. Queer in STEM: Workplace Experiences Reported in a National Survey of LGBTQA Individuals in Science, Technology, Engineering, and Mathematics Careers – Jeremy B. Yoder, Allison Mattheis, 2016

2. Supporting transgender and gender-nonconforming youth through teaching mathematics for social justice – Kat Rands, 2013

3. Development and psychometric properties of the Homophobic Bullying Scale – G. Prati, 2012

4. Expanding the therapy paradigm with queer couples: a relational intersectional lens – Shelia M. Addison, Deborah Coolhart, 2015

Politics and International Relations

1. Sexualities in world politics: how LGBTQ claims shape international relations – Manuela Lavinas Picq, Markus Thiel, 2015

2. Strange fruit: homophobia, the state, and the politics of LGBT rights and capabilities – M. J. Bosia, 2014

3. Gay, lesbian, bisexual, and transgender civil rights: a public policy agenda for uniting a divided America – Wallace Swan, 2015

4. The marrying kind?: debating same-sex marriage within the lesbian and gay movement – Mary Bernstein, Verta Taylor 2013

5. The politics of sexuality in Latin America: a reader on lesbian, gay, bisexual, and transgender rights – Javier Corrales, Mario Pecheny, 2010

6. Blogging the political: politics and participation in a networked society – Antoinette Pole, 2010

7. Human rights in the United States: beyond exceptionalism – Shareen Hertel, Kathryn Libal, 2011

8. Federalism, feminism and multilevel governance – Melissa Haussman, Marian Sawer, Jill Vickers, 2010

9. Not over and not out - D. Peled, 2014

10. When global LGBTQ advocacy became entangled with new cold war sentiment: a call for examining Russian queer experience – Michele Rivkin-Fish, Cassandra Hartblay, 2014

11. International courts as agents of legal change: evidence from LGBT Rights in Europe – L. R. Helfer, E. Voeten, E, 2014

12. Contested norms in new-adopter states: International determinants of LGBT rights legislation – P. M. Ayoub, 2015

13. Regulating intimate relationships in the European polity: same-sex unions and policy convergence – David Paternotte, Kelly Kollman, 2013

14. The co-optation of LGBT movements in Mexico and Nicaragua: modernizing clientelism? – M. J. McGee, K. Kampwirth, 2015

15. Human rights for some: universal human rights, sexual minorities, and the exclusionary impulse – B. Ibhawoh, 2014

16. The peripheries of gender and sexuality in the 'Arab Spring' – M. Khalid, 2015

17. Securing the gender order : homosexuality and the British armed forces – Sarah Elizabeth Bulmer, 2011

Psychology and Psychoanalytic Studies

1. Queer Xicana Indígena cultural production: Remembering through oral and visual storytelling – Susy J. Zepeda, 2014

2. On psychotherapy, LGBT identity, and cultural visibility: in conversation with Alison Bechdel – Adam R. Critchfield, Jack Pula, 2015

3. Genderqueer: one family's experience with gender variance – Lisa Marcus, Kenneth Marcus, Sara M. Yaxte, Katherine Marcus, 2015

4. Listening to both sides of the therapeutic dyad: self-disclosure of gay male therapists and reflections from their gay male clients – Henry W. Kronner, Terry Northcut, 2015

5. Homosexuality and psychoanalysis I: clinical perspectives – Debora F. Glazer, Jeffrey R. Guss, Ann D'Ercole, Scott Masters, 2008

6. Cultural competence and LGBT issues in psychiatry – Vernon A. Rosario, 2015

7. Emerging views on gender and sexuality: celebrating twenty years of new perspectives on lesbian, gay, bisexual, and trans people –Kim Gelé, Susan McNamara, Sidney H. Phillips, Dennis R. Shelby, Gary Grossman, Susan C. Vaughan, Ralph Roughton, 2012

8. Homosexuality and psychoanalysis II: theoretical perspectives – Susan C. Vaughan, Otto F. Kernberg, Ronnie C. Lesser, David Schwartz, 2008

9. A History of homosexuality and organized psychoanalysis – Jack Drescher, 2008

10. From disorder to dystonia: DSM-II and DSM-III – Richard Pillard, 2009

11. The queering of relational psychoanalysis: who's topping whom? – Betsy Kassoff, 2004

12. Psychoanalysis and homosexuality: keeping the discussion moving – Juliet Newbigin, 2013

13. Disrupting Oedipus: the legacy of the sphinx – Nicola Barden, 2011

14. LGBTQ street youth talk back: a meditation on resistance and witnessing – Cindy Cruz, 2011

15. Sarah Schulman's queer diasporas: people in trouble and Empathy – Sonya Andermahr, 2011

16. Lesbian, gay, and bisexual people with severe mental illness – Mary E. Barber, 2009

17. The political is psychoanalytic: on same-sex marriage – Mark J. Blechner, 2008

18. Coming out, being out: reconciling loss and hatred in becoming whole – Shara Sand, 2015

19. How it all started – Franklin Kameny, 2009

20. Integrating LGBT competencies into the multicultural curriculum of graduate psychology training programs: expounding and expanding upon Hope and Chappell's choice points: commentary on 'Extending training in multicultural competencies to include individuals identifying as lesbian, gay, and bisexual: key choice points for clinical psychology training programs' – Bryan N. Cochran, Jennifer S. Robohm, 2015

21. LGBT strengths: incorporating positive psychology into theory, research, training, and practice – Michelle D. Vaughan, Eric M. Rodriguez, 2014

22. Working with LGBT individuals: incorporating positive psychology into training and practice – Megan C. Lytle, Michelle D. Vaughan Eric M. Rodriguez, David L. Shmerler, 2014

23. A content analysis of LGBT-themed positive psychology articles – Michelle D. Vaughan, Joseph Miles, Mike C. Parent, Hang Shim Lee, Jasmine D. Tilghman, Slava Prokhorets, 2014

24. What is the T in LGBT? Supporting transgender athletes through sport psychology – Cathryn B. Lucas-Carr, Vikki Krane, 2011

25. "If a Muslim says 'homo', nothing gets done": racist discourse and in-group identity construction in an LGBT youth group – Lucy Jones, 2016

26. Minority stress and positive psychology: convergences and divergences to understanding LGBT health – Ilan H. Meyer, 2014

27. Interrelationships between LGBT-based victimization, suicide, and substance use problems in a diverse sample of sexual and gender minorities – Ethan H. Mereish, Conall O'Cleirigh, Judith B. Bradford, 2014

28. Attitudes of health care providers toward LGBT patients: the need for cultural sensitivity training – Nyia O. Garrison, Gladys E. Ibañez, Janice Sabin, Janice Rachel Riskind, 2016

29. Outness, stigma, and primary health care utilization among rural LGBT Populations – J. Whitehead, John Shaver, Rob Stephenson, 2016

30. Social support networks for LGBT young adults: low cost strategies for positive adjustment - Shannon D. Snapp, Ryan J. Watson, Stephen T. Russell, Rafael M. Diaz, Caitlin Ryan, 2015

31. Quality LGBT health education: a review of key reports and webinars – Alexis R. Matza, Colleen A. Sloan, Michael R. Kauth, Michael E. DeBakey, 2015

32. Fostering research collaborations in LGBT psychology: an introduction to the special issue – Nicola Curtin, Peter Hegarty, Abigail J. Stewart, 2012

33. Explaining self-harm: youth cybertalk and marginalized sexualities and genders – E. McDermott, K. Roen, A. Piela, 2015

34. Family acceptance in adolescence and the health of LGBT young adults – Caitlin Ryan, Stephen T. Russell, David Huebner, Rafael Diaz, Jorge Sanchez, 2010

35. Recognizing the true norm: commentary on 'Toward defining, measuring, and evaluating LGBT cultural competence for psychologists' – Christopher R. Martell, 2015

36. Conversations with seasoned SIOP members of the LGBTQ community: thoughts and observations on past, present, and future pursuit of I-O careers – Steve Discont, Craig J. Russell, Katina Sawyer Villanova, 2016

37. Life satisfaction, self-esteem, and loneliness among LGB adults and heterosexual adults in China – Hu Jingchu, Hu Jize, Huang Gang, Zheng Xifu, 2016

38. Handbook of research with lesbian, gay, bisexual, and transgender populations – William Meezan, James I. Martin, 2009

39. Playing with time: gay intergenerational performance work and the productive possibilities of queer temporalities – Stephen Farrier, 2015

40. Resilience in the face of sexual minority stress: "Choices" between authenticity and self-determination – Heidi M. Levitt, Sharon G. Horne, Cara Herbitter, Maria Ippolito, Teresa Reeves, Linda R. Baggett, David Maxwell, Bridget Dunnavant, Meghan Geiss, 2016

41. Causal attributions and parents' acceptance of their homosexual sons –Yael Belsky, Gary M. Diamond, 2015

42. How places shape identity: the origins of distinctive LBQ identities in four small U.S. cities – Japonica Brown-Saracino, 2015

43. Brokering sexual orientation and gender identity: Chilean lawyers and public interest litigation strategies – Penny Miles, 2015

44. Unexpected generosity and inevitable trespass: rethinking intersectionality – Cris Mayo, 2015

45. Postqueer? Examining tensions between LGBT studies and queer theory: a review of LBGT studies and queer theory – David Lee Carlson, 2014

46. I've read too much poetry for that: poetry, personal transformation, and peace Anita Hooley Yoder, 2014

47. Beyond immutability: sexuality and constitutive choice – Emily R. Gill, 2014

48. Reframing my dearest señorita (1971): queer embodiment and subjectivity through the poetics of cinema – Julián Daniel Gutiérrez Albilla, 2015

49. "Becoming rather than being": queer's double-edged discourse as deconstructive practice – John Ike Sewell, 2014

50. "I Am 64 and Paul McCartney Doesn't Care". The haunting of the transgender archive and the challenges of queer history – Abram J. Lewis, 2014

51. Queering Buddhism or Buddhist de-queering? – Ann Gleig, 2012

52. 'Dissemblage' and 'truth traps': creating methodologies of resistance in queer autobiographical theatre – Lazlo Pearlman, 2015

53. Review of the art of being straight – Larry W. Peterson, 2015

54. How maritime museums are addressing the experience of gay seafarers – Anthony Tibbles, 2012

55. The 'coming-out' of homosexuality in French youth literature in the 1990s – Loykie L. Lominé, 2006

56. Challenging the canon: LGBT content in arts education journals – Patrick K. Freer, 2013

57. Performing prodigals and dissident acolytes: supporting queer postgraduates in the visual arts – Welby Ings, 2015

58. Moving beyond the inclusion of LGBT-themed literature in English language arts classrooms: interrogating heteronormativity and exploring intersectionality – Mollie V. Blackburn, Jill M. Smith, 2010

59. Coming out through art: a review of art therapy with LGBT clients – Laura M. Pelton-Sweet, Alissa Sherry, 2008

60. Doing It yourself: machines, masturbation, and Andy Warhol – Michael Maizels, 2014

Sociology

1. The normal science of queerness: LGBT sociology books in the twenty-first century – Joshua Gamson, 2013

2. LGBT populations in studies of urban neighborhoods: making the invisible visible – Mignon R. Moore, 2015

3. Rural LGBT health: introduction to a dedicated issue of the Journal of Homosexuality – Christopher M. Fisher, Jay A. Irwin, Jason D. Coleman, 2014

4. From outsider to insider and outsider again: interest convergence and the normalization of LGBT identity – Alexander Nourafshan, Angela onwuachi-Willig, 2015

5. Lesbian, gay, bisexual and transgender (LGBT) expatriates: an intersectional perspective – Varina Paisley, Mark Tayar, 2016

6. Same-sex cynicism and the self-defeating pursuit of social acceptance through litigation – James G. Dwyer, 2015

7. Homosexual community. Social sciences on the LGBT population – M. Seymour, 2015

8. Formal rights and informal privileges for same-sex couples: evidence from a national survey experiment – L. Doan, A. Loehr, L. R. Miller, 2014

9. Social work and gender: an argument for practical accounts – Stephen Hicks, 2015

10. Intersectionality and planning at the margins: LGBTQ youth of color in New York – Clara Irazábal, Claudia Huerta, 2016

11. Editorial: LGBTQ families in the 21st Century – Jay L. Lebow, 2015

12. Bringing LGBTQ topics into the social studies classroom – Brad M. Maguth, Nathan Taylor, 2014

13. Diversity: pride in science – M Mitchell Waldrop, 2014

14. Social care networks and older LGBT adults: challenges for the future – M. Brennan-Ing, L. Seidel, B. Larson, S. E. Karpiak, 2014

15. To be seen or not to be seen: photovoice, queer and trans youth, and the dilemma of representation – Alix Holtby, Kate Klein, Katie Cook, Robb Travers, 2015

16. It is more than sex and clothes: culturally safe services for older lesbian, gay, bisexual, transgender and intersex people – Pauline Crameri, Catherine Barrett, J. R. Latham, Carolyn Whyte, 2015

17. Circular consciousness in the lived experience of intersectionality: queer/LGBT Nigerian diasporic women in the USA – Meremu Chikwendu, 2013

18. Expanding the therapy paradigm with queer couples: a relational intersectional lens – Sheila M. Addison, Deborah Coolhart, 2015

19. Queer rights and the triangulation of western exceptionalism – Momin Rahman, 2014

4.2 AVAILABLE SUPPORT AND RESOURCES AT THE UNIVERSITY OF ESSEX

Students' Union LGBT information

- SU representation overview
- SU LGBT Forum: Facebook page, Facebook group, Twitter
- SU LGBT Officer: Facebook profile, contact at essexsulgbt@gmail.com
- LGBT and Friends society on Facebook
- NUS LGBT website
- NUS LGBT officers: Sky Yarlett (sky.yarlett@nus.org.uk) and Finn McGoldrick (finn.mcgoldrick@nus.org.uk)
- Outhouse East, Supporting LGBT - a local help line, drop-in centre and coffee shop all rolled into one.
- National Student Pride

LGBT careers information

- Targetjobs Diversity Matters - advice on key diversity issues including gender, sexual orientation, race and disability
- Advice from our Employability and Careers Centre
- Finding LGBT positive employers
- Disclosing your sexual orientation to employers
- Your rights around trans issues
- Disclosing your trans status to employers
- Finding trans positive employers
- Inside and Out investment banks
- Stonewall's Proud Employers

Further information

- Support for LGBT students
- How to…Support LGBT staff (.pdf) gives guidance to line managers who have a responsibility to support their LGBT staff
- Transgender advice (.pdf)
- We have three specialist DVDs available for loan: Visibility Matters: Celebrating the 'L' in LGBT and Talking Transgender. Email diversity@essex.ac.uk if you would like to borrow them.
- 'Celebrating difference' Challenging homophobia in primary schools.

The following resources may be useful for transgender staff and students and those supporting transgender staff and students.
- Gender Identity Research and Education Society.
- Gender Identity Clinic.
- The Tavistock and Portman NHS FOundation Trust.
- *Trans staff and students in higher education: revised 2010* - report by the Equality Challenge Unit.

4.3 AVAILABLE SUPPORT AND RESOURCES FROM STONEWALL

Stonewall offers a number of educational resources as well as cards and posters that can be downloaded and used by staff to make their practice more supportive and inclusive. Please follow the link below:

http://www.stonewall.org.uk/our-work/education-resources

Other Stonewall resources:
- Stonewall's Diversity Champions programme
- Stonewall Starting Out Guide: a national guide for students and job-switchers wanting to find a gay-friendly employer.

4.4 OTHER ONLINE RESOURCES

There are many online teaching materials, worksheets, case studies and readings available to download. These are some specific tools that may be of interest:

- The Equality Challenge Unit website: http://www.ecu.ac.uk/
- STEM Equality and Diversity resources http://www.stem-e-and-d-toolkit.co.uk/resources-and-tools/resources
- British Council Equality and Inclusion resources https://www.britishcouncil.org/organisation/how-we-work/equality-diversity-inclusion/resources

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HEAD OF EQUALITY AND DIVERSITY

University of Essex
May 2017