SUPPORTING INCLUSIVITY IN OUR CURRICULUM AND PRACTICES

LGBT+ TOOLKIT

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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 these issues are seen to be inclusive and that includes communicating, and being very, very clear, educative, about the values we hold and exposing students to the arguments”.

The making of this toolkit was made possible by the processes in place to support those affected is key.”

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, 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. 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 Ms. 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

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 completed the questionnaire included the following:

- Male (assigned at birth) 53%
- Female (assigned at birth) 47% (including 6% of respondents who assigned Female at birth)
- Nonbinary 2%
- Agender 3%
- Cisgender Male (Male and was assigned Male at birth) 53%
- Cisgender Female (Female and was assigned Female at birth) 53%
- Other 22% (6%)

Sexual orientation included the following:

- Heterosexual (Straight) 56%
- Gay 13%
- Lesbian 6%
- Bisexual 15%
- Asexual 2%
- Pansexual 3%
- Parsexual 2%
- Other 6%

The vast majority of our respondents (86%) identified as white and declared no disability (92%). 62% of the respondents 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 20th 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.

1.5 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 deed and word. 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 everyone within the LGBT+ community 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 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 40%. 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 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 OR 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 OR 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’ as they wish to do so.

To request this change, simply email staffings@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 students can update their gender or title mid-year should contact the Student Services Hub ask@students@essex.ac.uk and the Student Information team will update the student record. No formal documentation is required to make a change. A student’s legal gender is held separately and can only be changed on receipt of relevant documentation.

Degree certificates are legal documents and having 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 99 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 those categories. A number of people did not know the word ‘cisgender’, which seems to be more common in the LGBTQ+ community, and others reported not having any knowledge of a number of terms, especially those related to non-binary gender identities. The queries and emails 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 “biexual” 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 become apparent that within the LGBTQ+ 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.

A number of the staff mentioned as LGBTQ+ role models in the survey do not identify as members of the LGBTQ+ 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+ Network which aims to create a safe space for staff and students, offer an empathetic ear in conversations related to people’s experiences and provide a platform for support and non-discrimination. The video features University of Essex staff and students sharing their memories regarding challenging times and explaining what made their lives better.

The testimonials also provide advice to those in the LGBTQ+ 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.

The results of the survey may seem surprising. 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.

Role models

Although 66% of our survey participants reported knowing LGBTQ+ staff or students within their team/department, and 70% reported having family members or close friends in the LGBTQ+ community, only 95% 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 LGBTQ+ person who is seen as successful in their lives or career achievements, or it can be interpreted as someone who is directly involved in activities aimed at supporting the LGBTQ+ 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 LGBTQ+ staff and students and to promote individuals’ identity. The video features University of Essex staff and students sharing their memories regarding challenging times and explaining what made their lives better.

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. 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 LGBTQ+ 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 roads 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.
- Being excluded from conversations and social activities.

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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 non-binary gender identities.
- Misgendering.

You said, we did! The University of Essex is trialing 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 identities 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 multicultural 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 all gender identity and staff to include the gender neutral title Mrs. 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, 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 46% of respondents are aware of the support the University of Essex provides to students and/or colleagues in order to promote language and/or behaviour towards the LGBTQ+ community, and 72% said they wouldn’t know how 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.
- A way of thinking that everyone is 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 sexually a person has.
How can we try to make our teaching and learning more inclusive?

What does inclusivity mean 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.
Diversity Champions aim to act as role models, taking the work the University undertakes in relation to the protected characteristic for which they are champions. The role of Diversity Champions is to support and promote 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 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 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 (boncori@essex.ac.uk) and Jessie Mallinson (mail@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

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.

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:

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, Diversity Champions are also committed to promoting equality and diversity within their discipline and discipline-specific communities.

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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 aggressively 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, and 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+, 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: it is 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-
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 sexual. 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.

All: a gender identity label used by some non-binary people. Often used by medical professionals when making a 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 was replaced with what is known as gender dysphoria.

A person who is attracted romantically, eroticly and/or to emotionally to another female. It can be shortened or referred to as Les, Lex, Lexo, Lexo, Lizzie, which are often seen to be derogatory.

A person who identifies as female but is attracted to a masculine, bisexual or queer identified person.

A person who is physically, mentally and/or spiritually attracted for people of all gender and sexual orientation. Also the process whereby a person shares their own gender identity and/or sexual orientation with others.

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

Intersex: someone whose combination of chromosomes, gonads, genitalia and/or sex characteristics falls from the two expected patterns of male or female. Formerly known as hermaphrodite.

Lesbian: a female who is attracted romantically, eroticly and/or emotionally to another female. It can be shortened or referred to as Les, Lex, Lexo, Lexo, Lizzie, which are often seen to be derogatory.

Lipstick Lesbian: refers to a lesbian with a feminine gender expression. Can be used both positively and in a derogative manner.

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

Masculine: a person who identifies themselves as masculine, whether physically, mentally or emotionally.

MASC: acronym for "masculine as possible." Often used by people who are happy with their masculinity.

Metaphorsch: a way to describe someone who associates with people in a masculine way.

Non-binary: a term used for describing people who do not identify with the gender binary (man/woman).

Pangender: a person who identifies as between or within both masculine and feminine.

Pansexual: a person who is sexually attracted to people of any gender.

Polysexual: a person who is sexually attracted to people of any gender.

Queer: a term used to describe people who do not identify as heterosexual.

Sexual orientation: attraction to people of any gender.

Sexual identity: gender identity. The gender that one identifies with.

Sexual expression: gender expression. Can be used both positivity and in a derogative manner.

Sexual pheromones: steroids, hormones, internal sex organs and genitals that girls inherit from their female parent.

Sexual reproduction: reproduction that occurs via the joining of sexual cells (sperm and eggs).

Sexual orientation: attraction to people of any gender.

Sexual pheromones: steroids, hormones, internal sex organs and genitals that girls inherit from their female parent.

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Sexual reproduction: reproduction that occurs via the joining of sexual cells (sperm and eggs).

Sexual orientation: attraction to people of any gender.
Polyamorous: used for people who have an open and consensual relationship with two or more people.

Protestogon: a natural steroid hormone that prevents ovulation, generally given to FOAs 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.

ReL: an acronym for ‘Real Life Experience’. A term used to describe a person’s living fully 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 attraction for someone that evokes the want or desire 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 sex 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 attraction for someone that evokes the want to engage in intimate behaviours.

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 attraction for someone that evokes the want or desire to engage in spiritual or religious behaviour.

Transphobia: discrimination and/or hatred of trans people and/or their transition.

Transsexuals: medically assisted 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. They can also be used as a derogatory term.

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

Tri-gender: a person who feels 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://essentials.talis.com/lists/EO145CB8B-3867-E2CB-465C-7B6679B7C0CE.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


2. Three Legs on the Ground: Retirement Income Essentials for LGBT Adults – David Godfrey, 2010

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

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

5. The health equity promotion model: reconceptualization of lesbian, gay, bisexual, and transgender (LGBT) health disparities – Karen M. Simoni, My-Hun Kim, Keren Lehalov, Karina L. Walters, Joyce Yang, Charles P. Hoy-Ellis, Anna Marcoux, 2014


9. We think being a part of gender-related distress: ethical considerations for gender variant youth in clinical settings – Karina Roen, 2016


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

14. Queering the fertility clinic – Laura Mamo, 2013


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 Regan, 2012

4. The health equity promotion model: reconceptualization of lesbian, gay, bisexual, and transgender (LGBT) health disparities – Karen M. Simoni, My-Hun Kim, Keren Lehalov, Karina L. Walters, Joyce Yang, Charles P. Hoy-Ellis, Anna Marcoux, 2014

5. What's wrong with ‘coming out’? Biological determinism as discursive queer hegemony – Sam Weber, 2012


8. We think being a part of gender-related distress: ethical considerations for gender variant youth in clinical settings – Karina Roen, 2016


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

13. Queering the fertility clinic – Laura Mamo, 2013

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

Computer Science and Electronic Engineering
1. Online surveys for LGBT research: issues and techniques – Ellen D. B. Riggle, Sharon S. Rostoks, Stuart C. Reed, 2005
2. The citation landscape of scholarly literature in LGBT studies: a snapshot for subject librarians – Karen Antell, 2012
3. The lesbian, gay bisexual and transgender community online: discussions of bullying and self-disclosure in YouTube videos – Michael Green, Arina Bobrowicz, Choe Sang Ang, 2015
7. Loneliness, internalized homophobia, and compulsive internet use among college students 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 Gore-Felton, 2011
8. Social network analysis for analyzing groups as complex systems – Andrew Quinn, Ralph Woehler, Kathleen Tiemann, 2012
10. A cyberbelligerent utopia? Perceptions of gender and computer science among Malaysian women computer science students and faculty – Vivian Anette Lagesen, Cheryl Gore-Felton, 2011

Economics
1. It’s not personal, it’s just business: the economic impact of LGBT legislation – Lauren Box, Lauren, 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 Cortina, Alex Reed, 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 – Oris Mayo, 2015
5. On being naïve: a queer aesthete in art education – Adam Gretteman, 2015
6. ‘Never in all my years…I,: nurses’ education about LGBT health – Rebecca Barabas, Marion Pellegrini, Andrea Markovite, Mickey Elison, Mark Cianci, Megan Scott, 2015
7. ‘Everyone needs a class like this’; high school students’ perspectives on a gay and lesbian literature course – Kirsten Helmer, 2017
9. Queering the academy: new directions in LGBT research in higher education – Louisa Allen, 2015
10. Improving the evidence base for LGBT cultural 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
15. Faith and LGBT inclusion: navigating the complexities of the campus spiritual climate in Christian higher education – Alyssa N. Rockenbach, Rebecca E. Crandall, 2016
17. Beyond the limitations of the homophobic and transphobic bullying interventions for affirming lesbian, gay bisexual and trans (LGBTQI) equality in education – Kate Marston, 2015
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 LGBTQI topics into the social studies classroom – Brad M. Maguth, Nathan Taylor, 2014
22. Best not forget lesbian, gay, bisexual, and transgender children’s literature: a teacher’s reflections of a more inclusive multicultural education and literature curriculum – Gabriel Flores, 2014
23. Including transgender students in school physical education – John T. Foley, Court Pieno, Dan Miller, Melissa L. Foley, 2016

History
2. Local histories, European LGBTQI designs: sexual citizenship, nationalism, and ‘Europeanisation’ in post-Yugoslav Croatia and Serbia – Katja Kahnova, 2015
5. Learning history through digital preservation: student experiences in a LGBTQI active – Anthony Cocchiola, 2013
6. Out in the union: A labor history of queer America – Minam Frank, 2014
7. The empathetic meme: situating Chris Crocker within the media history of LGBTQI equality struggles – D. T. Scott, 2014
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
5. The right to family life free from discrimination on the basis of sexual orientation: the European and inter-American perspectives – Nadia Melhi, 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
10. To what extent have the rights of transgender people been underemphasized in comparison to the rights of lesbian, gay, bisexual, and transgender people in the United Kingdom? – Thomas Stocks, 2015

Human Sciences
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, Hatte Hler, Martin S. Coswood, 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 — Matías Lundin, 2014

7. “Dolls or teddies?” — Lucy Jones, 2014

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


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 flirt’ Negotiation by gender inversion in gay men’s speech — Ole R. Johnsen, 2008

**Law and Human Rights**

1. The rights of lesbians, gay, bisexual, and transgendered peoples and international human rights law — Claudia Martín, Diego Rodríguez-Pinzón, 2014


**Literature, Film and Theatre Studies**


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


**Management/Marketing**

1. Uventing 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


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


**Mathematical Sciences**


2. Supporting transcendence and gender-conforming youth through teaching mathematics for social justice — Kat Randt, 2013

3. Development and psychometric properties of the Homophobic Bullying Scale — G. Phal, 2012

4. Expanding the therapy paradigm with queer couples: a relational intersectional lens — Sheila M. Addison, Deborah Coohart, 2015

**Politics and International Relations**

1. Sexualities in world politics: how LGBTIQ claims shape international relations — Manuela Lavinas Pinq, Markus Thiel, 2013

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


4. Expanding the therapy paradigm with queer couples: a relational intersectional lens — Sheila M. Addison, Deborah Coohart, 2015

**Psychology and Psychoanalytic Studies**

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


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 Northcot, 2015


9. A History of homosexuality and organized illness — Mary E. Barber, 2009


11. New cold war sentiment: a call for examining Russian exceptionalism — Shareen Hertel, Kathryn Libal, 2011

12. The queering of relational psychoanalysis: who’s topping whom? — Betsy Kassoff, 2004


15. Psychoanalysis and homosexuality: keeping the discussion moving — Julie Newbigin, 2013

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
19. How it all started – Franklin Kameny, 2009
20. Integrating LGBT competencies into the multicultural curriculum of graduate psychology training programs: expanding 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. Robben, 2015
21. LGBT strengths: incorporating positive psychology into training and practice – Michelle D. Vaughan, Eric M. Rodriguez, 2014
24. What is the T in LGBT? Supporting transgender athletes through sport psychology – Cathryn B. Lucas-Carr, Viki Kan, 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
27. Interrelationships between LGBT-based victimization, suicide, and substance use problems in a diverse sample of sexual and gender minorities: Ethan H. Mereish, Chris Dwyer, 2015
28. Attitudes of health care providers toward LGBT populations in studies of urban neighborhoods: exploring the lived experience of gay seafarers – Anthony Tibbles, 2012
29. To be seen or not to be seen: photovoice, queer and disability issues including gender, sexual orientation, race and culture an intersectionality perspective – Varina Fisher, Jay A. Irwin, Jason D. Coleman, 2014
32. Family acceptance in adolescence and the health of LGBT young adults – Caitlin Ryan, Stephen T. Russell, David Huebner, Rafael Diaz, Jorge Sanchez, 2010
33. Recognizing the true norm: commentary on ‘Toward defining, measuring, and evaluating LGBT cultural competence for psychologists’ – Christopher R. Martell, 2016
34. Dissemination and truth traps: creating methodologies of resistance in queer autobiographical theatre – Lazzo Pearlman, 2015
35. Review of the art of being straight – Larry W. Peterson, 2015
36. How maritime museums are addressing the experience of gay seafarers – Anthony Tibbles, 2012
37. Outness, stigma, and primary health care utilization – Steven Discon, Craig J. Russell, Katrina Sawyer Villanueva, Maria Ippolito, Teresa Reeves, Linda R. Baggett, David Huebner, Rafael Diaz, Jorge Sanchez, 2010
38. Handbook of research with lesbian, gay, bisexual, and transgender populations – William Measman, James I. Martin, 2009
39. How it all started – Franklin Kameny, 2009
41. Causal attributions and parents’ acceptance of their homosexual sons – Yeal Belsky, Gary M. Diamond, 2015
42. Unexpected generosity and inevitable trespass: being rather than being: queer’s double-edged transformation, and peace Anita Hooley Yoder, 2014
45. Homosexuality and the self-defeating pursuit of social acceptance through litigation – James G. Miller, 2010
46. ‘Choices’ between authenticity and self-determination: a relational intersectional lens – Sheila M. Addison, Maria Ippolito, Teresa Reeves, Linda R. Baggett, David Huebner, Rafael Diaz, Jorge Sanchez, 2010
48. Moving beyond the inclusion of LGBT-themed literature in English language arts classrooms: interrogating heteronormativity and exploring intersectionality – Moilei V. Blackburn, Jill M. Smith, 2010
49. 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. Robben, 2015
50. “I Am 64 and Paul McCartney Doesn’t Care”. “Becoming rather than being”: queer’s double-edged embodiment and subjectivity through the poetics of warhol – Michael Maizels, 2014
51. Doing It yourself: machines, masturbation, and Andy Warhol – Michael Maizels, 2014
52. How maritime museums are addressing the experience of gay seafarers – Anthony Tibbles, 2012
53. Review of the art of being straight – Larry W. Peterson, 2015
54. Identity and the dilemma of representation – Alix Holty, Katie Kien, Katie Cook, Robb Travers, 2015
55. It is more than sex and clothes: culturally safe services for older lesbian, gay, bisexual, transgender and intersex people – Pauleine Cramer, Catherine Barrett, J.R. Latham, Carolyn Whyte, 2015
58. ‘Choices’ between authenticity and self-determination: a relational intersectional lens – Sheila M. Addison, Maria Ippolito, Teresa Reeves, Linda R. Baggett, David Huebner, Rafael Diaz, Jorge Sanchez, 2010
59. Unexpected generosity and inevitable trespass: being rather than being: queer’s double-edged transformation, and peace Anita Hooley Yoder, 2014
60. Doing It yourself: machines, masturbation, and Andy Warhol – Michael Maizels, 2014

Sociology
2. LGBT populations in studies of urban neighborhoods: making the invisible visible – Mignon R. Moore, 2015
4. From outsider to insider and outsider again: interest convergence and the normalization of LGBT identity – Alexander Nousafshah, Angela owuashi-Wilg, 2015
7. Expanding the therapy paradigm with queer couples: a relational intersectional lens – Sheila M. Addison, Deborah Coolhart, 2015
8. Queer rights and the transnational of western exceptionalism – Morrin 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 exessuglbt@gmail.com
– LGBT and Friends society on Facebook
– NUS LGBT website
– NUS LGBT officers: Sky Yarlett (sky.yarlett@nus.ac.uk) and Finn McGoldrick (finn.mcgoldrick@nus.ac.uk)
– Outhouse Earl, 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
– Discounting 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

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