

College of Education & Allied Professions
Western Carolina University
Diversity Committee
go.wcu.edu/ceapdiversity

Resources for Understanding Lesbian, Gay, Bisexual, Transgender, & Queer (LGBTQ)
Discrimination and Supporting LGBTQ People

General Resources

Allen, S. (2019). *Real queer America: LGBT stories from red states*. Little, Brown and Company.

Baker, M-J., & Scheele, J. (2016). *Queer: A graphic history*. Icon Books.

Barnhardt, W. (Eds.) (2019). *Every true pleasure: LGBGTQ tales of North Carolina*. University of North Carolina Press.

Cervini, E. (2020). *The deviant's war: The homosexual vs. the United States of America*. Farrar, Straus, and Giroux.

Linley, L. L., Nguyen, D., Brazelton, G. B., Becker, B., Renn, K., & Woodford, M. (2016). Faculty as sources of support for LGBTQ college students. *College Teaching*, 64(2), 55–63.

McCann, H., & Monaghan, W. (2020). *Queer theory now: From foundations to futures*. Red Globe Express.

McRuer, R. (2006). *Crip theory: Cultural signs and queerness and disability*. NYU Press.

New York Public Library (Ed.). (2019). *The stonewall reader*. Penguin Classics.

Singh, A. A. (2018). *The queer and transgender resilience workbook: Skills for navigating sexual orientation and gender expression*. New Harbinger Publications.

Snorton, C. R. (2017). *Black on both sides: A racial history of trans identity*. University of Minnesota Press.

Counseling Focused Resources

The School Counselor and LGBTQ Youth: <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-LGBTQ-Youth>

Beck, M. J., & Wikoff, H. D. (2020). "Professional Development Is Really Key": Experiences of School Counselors Engaging in Professional Development Focused on LGBTQ Youth. *Professional School Counseling*, 24(1), 1-11. <https://doi.org/10.1177/2156759X20952062>

Simons, J. D., Brian, H., & Bahr, M. W. (2017). School counselor advocacy for lesbian, gay, and bisexual students: Intentions and practice. *Professional School Counseling*, 20(1a), 29-37. <https://doi.org/10.5330/1096-2409-20.1a.29>

Strear, M. M. (2017). Forecasting an inclusive future: School counseling strategies to deconstruct educational heteronormativity. *Professional School Counseling*, 20(1a), 47-56. <https://doi.org/10.5330/1096-2409-20.1a.47>

Webinar from the ASCA: Supporting Safe and Healthy Schools for LGBTQ Students: <https://videos.schoolcounselor.org/support-safe-and-healthy-schools-for-lgbtq-students>

Webinar from the ASCA: Best Practices for Creating an LGBTQ-inclusive School Climate: <https://videos.schoolcounselor.org/best-practices-for-creating-an-lgbt-inclusive-school-climate>

Educational Leadership Focused Resources

Boyland, L. G., Swensson, J., Ellis, J. G., Coleman, L. L., & Boyland, M. I. (2016). Principals can and should make a positive difference for LGBTQ students. *Journal of Leadership Education*, 15(4), 117-131.

Capper, C. A. (2018). *Organizational theory for equity and diversity: Leading integrated, socially just education*. Routledge.

Lewis, M. M., & Kern, S. (2018). Using education law as a tool to empower social justice leaders to promote LGBTQ inclusion. *Educational Administration Quarterly*, 54(5), 723-746.

Lumby, J. & Coleman, M. (2007). *Leadership & Diversity: Challenging theory and practice in education*. SAGE Publications.

Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Educational Administration Quarterly*, 43(2), 221-258.

Theoharis, G., & Scanlan, M. (Eds.). (2020). *Leadership for increasingly diverse schools*. Routledge.

Tillman, L. C. & Scheurich, J. J. (2013). *The handbook of research on educational leadership for equity and diversity*. Routledge.

Higher Education Focused Resources

Duran, A., Jackson, R., & Lange, A. (2020). The theoretical engagements of scholarship on LGBTQ+ people in higher education: A look at research published between 2009 and 2018. *Journal of Diversity in Higher Education*. Advance online publication. <http://dx.doi.org.proxy195.nclive.org/10.1037/dhe0000284>

Garvey, J. C., BrckaLopez, A., Latopolski, K., & Hurtado, S. S. (2018). High-impact practices and student–faculty interactions for students across sexual orientations. *Journal of College Student Development, 59*, 210–226.

Kilgo, C. A. (2020). *Supporting success for LGBTQ+ students: Tools for inclusive campus practice*. University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition.

Linley, J. L., Nguyen, D., Brazelton, G. B., Becker, B., Renn, K., & Woodford, M. (2016). Faculty as sources of support for LGBTQ college students. *College Teaching, 64*(2), 55-63. doi:10.1080/87567555.2015.1078275

Pryor, J. T., & Hoffman, G. D. (2021). “It feels like diversity as usual”: Navigating institutional politics as LGBTQ+ professionals. *Journal of Student Affairs Research and Practice, 58*(1), 94-109. DOI: 10.1080/19496591.2020.1740717

Queer-Spectrum and Trans-Spectrum Student Experiences in American Higher Education: The Analyses of National Survey Findings (Rutgers University; 2018) <https://clementicenter.rutgers.edu/sites/default/files/pdf/White-Paper-Final.pdf>

Siegel, D. P. (2019). Transgender experiences and transphobia in higher education. *Sociology Compass, 13*(10), n/a. <https://doi.org/10.1111/soc4.12734>

Stegmeir, M. (2018). Escaping stigma: School support for LGBTQ students. *Journal of College Admission, 241*, 38-43.

Tavarez, J. (2020). “I can’t quite be myself”: Bisexual-Specific minority stress within LGBTQ campus spaces. *Journal of Diversity in Higher Education*. Advance online publication. <http://dx.doi.org/10.1037/dhe0000280>

Whitehead, M. A., & Gulley, N. Y. (2020). LGBTQ topics in the Community College: Students, faculty/staff, and programs/policies. In E. M. Zamani-Gallaher, D. D. Choudhuri, & J. L. Taylor (Eds.), *Rethinking LGBTQIA Students and Collegiate Contexts: Identity, Policies, and Campus Climate*. New York, NY: Routledge.

Zamani-Gallaher, E. M., Choudhuri, D. D., & Taylor, J. L. (Eds.) (2020). *Rethinking LGBTQIA students in collegiate contexts: Identity, policies, and campus climate*. Routledge.

Human Resources

Society for Human Resource Management. (2020). *Somewhere Over the Rainbow: Defining the Basic Rights Education Fund*. (2nd edition). *Coming out for Racial Justice: An Anti-Racist Organizational Development Toolkit for LGBTQ Groups and Activities*.

<http://www.basicrights.org/wp-content/uploads/2015/09/Coming-Out-For-Racial-Justice.pdf>

Future for the LGBT Workforce. <https://www.shrm.org/resourcesandtools/hr-topics/behavioral-competencies/global-and-cultural-effectiveness/pages/lgbtworkforce.aspx>

Nagele-Piazza, L. (June 17, 2020). *LGBTQ Inclusion in the Workplace: Updating Policies and Training Employers must ensure compliance with federal and state nondiscrimination laws*.

<https://www.shrm.org/resourcesandtools/hr-topics/behavioral-competencies/global-and-cultural-effectiveness/pages/lgbtworkforce.aspx>

Human Rights Campaign. (n.d). *Advocating for LGBTQ Equality in Your Workplace*.

<https://www.hrc.org/resources/advocating-for-lgbt-equality-in-your-workplace>

O'Donnell, R. (2019). Building LGBTQ inclusion at work: HR departments that embrace education, community outreach and inclusive benefits may help make visions of fairer workplaces a reality.

<https://www.hrdiver.com/news/building-lgbtq-inclusion-at-work/556643/>

Parks & Recreation Focused Resources

Berbarry, L.A. & Johnson, C.W. (2017). En/activist drag: Kings reflect on queerness, queens, and questionable masculinities. *Leisure Sciences*, 39(4), 305-318.

Anderson, A.R., & Knee, E. (2020). Queer isolation or queering isolation? Reflecting upon the ramifications of COVID-19 on the future of queer leisure space. *Leisure Sciences*, (online first).

<https://doi.org/10.1080/01490400.2020.1773992>

Knee, E. (2019). Gay, but not inclusive: Boundary maintenance in an LGBTQ space. *Leisure Sciences*, 41(6), 499-515.

Litwiller, F., Oakleaf, L., & Johnson, C. (in press). Contexting compulsory heterosexuality: Creating inclusive practices for 2SLGBT participants. In I. Schneider & B.D. Kivel (Eds.) *Diversity, inclusion and equity in the recreation profession: Organizational perspectives* (4th ed.).

Litwiller, F., Johnson, C., & Oakleaf, L. (in press). Transgender visibility and inclusive leisure services. In I. Schneider & B. D. Kivel (Eds.) *Diversity, inclusion and equity in the recreation profession: Organizational perspectives* (4th ed.).

Oakleaf, L. (2015). Social equity in parks for the transgender community. *Parks & Recreation*, 50(10), 46-49.

Oakes, H., Johnson, C.W, & Parry, D. (2020). "Making myself more desirable": Digital self-(re)presentation on geo-social networking apps for men seeking men. In D.C. Parry & C.W. Johnson (Eds.), *Sex and leisure: Promiscuous perspectives* (pp. 91-108). Routledge.

Psychology Focused Resources

Puckett, J. A., Brown, N. C., Dunn, T., Mustanski, B., & Newcomb, M. E. (2020). Perspectives from transgender and gender diverse people on how to ask about gender. *LGBT Health*, 7(6), 305 – 311.

Solomon, D. T., Heck, N., Reed, O. M., & Smith, D. W. (2017). Conducting culturally competent intake interviews with LGBTQ youth. *Psychology of Sexual Orientation and Gender Diversity*, 4(4), 403–411.

Solomon, D. T., Reed, O. M., Sevecke, J. R., O’Shaughnessy, T., & Acevedo-Polakovich, I. D. (2018). Expert consensus on facilitating the coming-out process in sexual minority clients: A Delphi study. *Journal of Gay & Lesbian Mental Health*, 22(4), 348–371.

Teacher & Teacher Educators Focused Resources

[Advocates for Youth](#) is a website full of resources and tools for teacher and youth-serving advocates including lesson plans, tips and strategies, background information, and additional resources to help create safe spaces for young people of all sexual orientations and gender identities.

Brant, C., & Willox, L. (Eds.) (2020). *Teaching the teachers: LGBTQ issues in Teacher Education: Contemporary perspectives on LGBTQ advocacy in societies*. Information Age Publishing.

Brummel, B & Sharp, G. (Co-Directors). (2010). *Bullied: A Student, a School and a Case That Made History*. [documentary film]. Retrieved from <https://www.learningforjustice.org/classroom-resources/film-kits/bullied-a-student-a-school-and-a-case-that-made-history>

Dykes, F. & Delpont, J. (2016). Our voices count: the lived experiences of LGBTQ educators and its impact on teacher education preparation programs, *Teaching Education*, 29(2), 135-146, DOI: [10.1080/10476210.2017.1366976](https://doi.org/10.1080/10476210.2017.1366976)

Hsieh, K. (2016) Preservice art teachers’ attitudes toward addressing LGBTQ issues in their future classrooms. *Studies in Art Education*, 57(2), 120-138. DOI: [10.1080/00393541.2016.1133193](https://doi.org/10.1080/00393541.2016.1133193)

Johns, M., Poteat, V., Horn, S., & Kosciw, J. (2019). Strengthening our schools to promote resilience and health among LGBTQ youth: Emerging evidence and research priorities from The State of LGBTQ Youth Health and Wellbeing Symposium. *LGBT Health*, 6(4). DOI: 10.1089/lgbt.2018.0109

Just the Facts Coalition. (2008). Just the facts about sexual orientation and youth: A primer for principals, educators, and school personnel. Washington, DC: American Psychological Association. Retrieved from www.apa.org/pi/lgbc/publications/justthefacts.html

Kolbert, J.B., Crothers, L.M., Bundick, M.J., Wells, D.S., Buzgon, J., Barbary, C., Simpson, J., & Senko, K. (2015). Teachers' perceptions of bullying of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students in a southwestern Pennsylvania sample. *Behav. Sci* 5(2), 247-263. <https://doi.org/10.3390/bs5020247>

Martin, A. D., & Strom, K. J. (Eds.) (2019). *Exploring gender and LGBTQ issues in K-12 and teacher education: A rainbow assemblage*. Information Age Publishing.

Martino, W., & Cumming-Potvin, W. (2016) Teaching about sexual minorities and “princess boys”: a queer and trans-infused approach to investigating LGBTQ-themed texts in the elementary school classroom. *Discourse: Studies in the Cultural Politics of Education*, 37(6), 807-827. DOI: [10.1080/01596306.2014.940239](https://doi.org/10.1080/01596306.2014.940239)

Meyer, E., Quantz, M., Taylor, C., & Peter, T. (2019). Elementary teachers' experiences with LGBTQ-inclusive education: Addressing fears with knowledge to improve confidence and practices. *Theory Into Practice*, 58(1), 6-17, DOI: [10.1080/00405841.2018.1536922](https://doi.org/10.1080/00405841.2018.1536922)

Ryan, C., & Hermann-Wilmarth, J. (2018). *Reading the Rainbow: LGBTQ-Inclusive Literacy Instruction in the Elementary Classroom*. Teachers College Press

Other

[The Trevor Project](#)

[GLSEN Resources](#)

[GLAAD Resources](#)