Toolbox
Inclusive higher education with respect to sexual and gender diversity

STUDENT PRIDE NL

Introduction

This toolbox was commissioned by Student Pride Netherlands with the aim of providing teachers in Dutch higher education with tools to achieve a more inclusive curriculum regarding sexual and gender diversity for students. Sexual diversity is about diversity in sexual orientation; gender diversity is about diversity in gender identity. Gender identity is defined as the inner feeling of being a boy, a girl, both or neither boy nor girl (Flemish Government, 2016).

The tools in this toolbox have been selected so that they can be used within different courses by different teachers. In doing so, the focus was deliberately placed on short-term changes in education as it is propagated by the teachers and over which they themselves have power, without requiring adjustments in the organizational structure.

The tools in the toolbox were selected on the basis of 19 interviews with LGBT+ students at various programs within Dutch higher education, in which they were asked in particular about their needs when it comes to inclusive education with respect to sexual and gender diversity. For the tools, best practices (examples that have been shown to be successful in practice) were drawn upon that specifically fit the most frequently mentioned needs of the research group. These best practices can be found in the resource list at the end of the toolbox in case you want to delve further into a tool.

In addition, teachers from various educational institutions were involved in the creation of the toolbox. They were interviewed about what they do (or do not do) when it comes to inclusiveness of the curriculum in the area of sexual and gender diversity and where the challenges lie. In addition, two draft versions of the toolbox were presented to a group of teachers, where they had the opportunity to indicate what they felt was still missing in the toolbox and where there were any ambiguities. All of this feedback was incorporated into the current version of the toolbox.

This toolbox is not meant to enforce a certain way of teaching. It offers various handouts that you can decide for yourself which ones you feel comfortable with and how they fit within your curriculum. The toolbox can be further developed and expanded over the years.

Disclaimer

Diversity is intersectional, meaning it is never just about sexual and/or gender identity. Different forms of discrimination reinforce each other and need to be understood in relation to each other. For example, experiences of gender are always connected to one's ethnic and sexual backgrounds (Wekker et al., 2016: 10-11; Crenshaw, 1989). This toolbox focuses in particular on inclusiveness in the area of sexual and gender diversity because this form of inclusiveness is still relatively understudied. In doing so, do keep in mind that people are made up of different partial identities together (a multiple identity), which make people who they are in their totality (Repáraz & Ardjosemito-Jethoe, 2020). How a person deals with their own sexual and/or gender identity and what a person encounters within this issue depends on a person's multiple identities and varies from person to person.

Teaching inclusively is not about doing so without ever going wrong or saying something wrong somewhere. Rather, it is about making sure that when a student or colleague corrects you on something, you take the feedback seriously and do something with it. One of the respondents said the same thing: "What I really like is that when a teacher points out that something should be done differently, that people actually listen and change things."

Table of Contents

DIFFERENT TYPES OF SEXUAL AND GENDER DIVERSITY AND TERMS
When we talk about sexual and gender diversity we often talk about the LGBT+ community. However, people who are not part of this community also have sexual and gender identities. Below is an overview of different types of sexual orientations and gender identities and associated terms.
- **Gender**: the categorization as male or female assigned on the basis of biological characteristics (Municipality of Amsterdam, Department of Diversity, 2018).
- **Gender identity**: the inner feeling of being a boy, a girl, both or neither boy nor girl (Flemish Government, 2016).
- **Gender expression**: refers to the way you express your gender experience (Municipality of Amsterdam, Department of Diversity, 2018).
- **Cisgender**: refers to a person whose gender identity matches the sex assigned at birth (Koster, 2019).
- **Sexual orientation (grounding)**: the romantic attraction a person feels toward others (Municipality of Amsterdam, Department of Diversity, 2018).
- **Heterosexual**: having sexual feelings for the opposite sex (Van Dale, sd).

LGBT+ includes anyone who is not cisgender and heterosexual. Sometimes the letters Q, I and A are added. The letters in LGBT(QIA)+ stand for the following sexual orientations and gender identities (Felten & Boss, 2019):
- **Lesbian**: women who are attracted, sexually and/or romantically, to women.
- **Gay**: men who are attracted, sexually and/or romantically, to men.
- **Bisexual**: people who are attracted, sexually and/or romantically, to both men and women.
- **Transgender**: transgender is an umbrella term for people who do not identify with the gender they were assigned at birth. This term includes women who were labeled as boys at birth because of their physical characteristics (trans women), men who were labeled as girls at birth (trans men), and people who identify as **non-binary** (neither male nor female).

- **Queer:** people who prefer not to categorize their sexual orientation. Thus, someone who is queer would rather not identify as lesbian, straight, bisexual, or pansexual. 'Queer', by the way, is also often used as an umbrella term for LGBT+ individuals (Anker, 2017).
- **Intersex**: intersex is an umbrella term for various congenital conditions in which the development of the chromosomal, gonadal (sex glands) or anatomical sex differs from the norm.
- **Asexual:** asexual people are often seen as having no orientation, but this is not entirely correct. This is because there are also asexual people who do have feelings for another person and enter into romantic relationships, but do not have a need for sex. People who also do not feel romantic attraction are also called **aromantic** (AT5, 2018).

Inclusive language

Inclusive language involves a way of speaking where everyone in the group feels addressed; not just people who fall within a certain norm. This allows you to avoid making certain potentially incorrect assumptions about someone's sexual orientation and/or gender identity.

Transforming words and phrases

One way to be more inclusive in language use is to substitute binary words for a gender-neutral, inclusive word (Lubbers, sd):
- **Parents** instead of **fathers** and **mothers**
- **Partner** instead of **boyfriend/girlfriend**
- **Students** instead of **boys** and **girls**

Another way is to put a sentence in plural:
- *We expect each student that he/she is present in work groups and that he/she has his/her their study materials with them.*

This becomes:
- *We expect all students to be present in work groups and to have their study materials with them.*

Personal pronouns

The use and discussion of personal pronouns are also part of inclusive language. This refers to the personal pronoun someone wants to be addressed with: he/him, she/her, they/their, etc.
It is not always clear to students which pronoun they want to be addressed with. Moreover, the name on the class list is not always correct: sometimes someone has already gone through a social transition with a change of name and personal pronouns, but the old name and pronouns are still in the school system because they have not yet been changed on the passport. Here are some tips for finding out how students want to be addressed when they are in a new group.

1. The introductory round

Some teachers include personal pronouns in the introductory round. In this way, it is immediately clear to the whole class what someone's name and personal pronouns are. No special emphasis needs to be placed on them. It can be asked in an introductory round in the following ways, for example:
"Please tell us your name, age, how you identify and what you do in your spare time."
Or:
"Please tell us your name, age, how you would like to be addressed and what you do in your free time."
It is important when dealing with personal pronouns that all students be given the option to share their (chosen) name and personal pronouns. Do not ask this only of students who you suspect may be nonbinary and/or transgender (Harbin, Roberts, Nelson, & Purcell, 2020).

If you are using a PowerPoint presentation, you could include the following slide in it:
Vanderbilt University further provides the following tips for handling personal pronouns (Harbin, Roberts, Nelson, & Purcell, 2020):
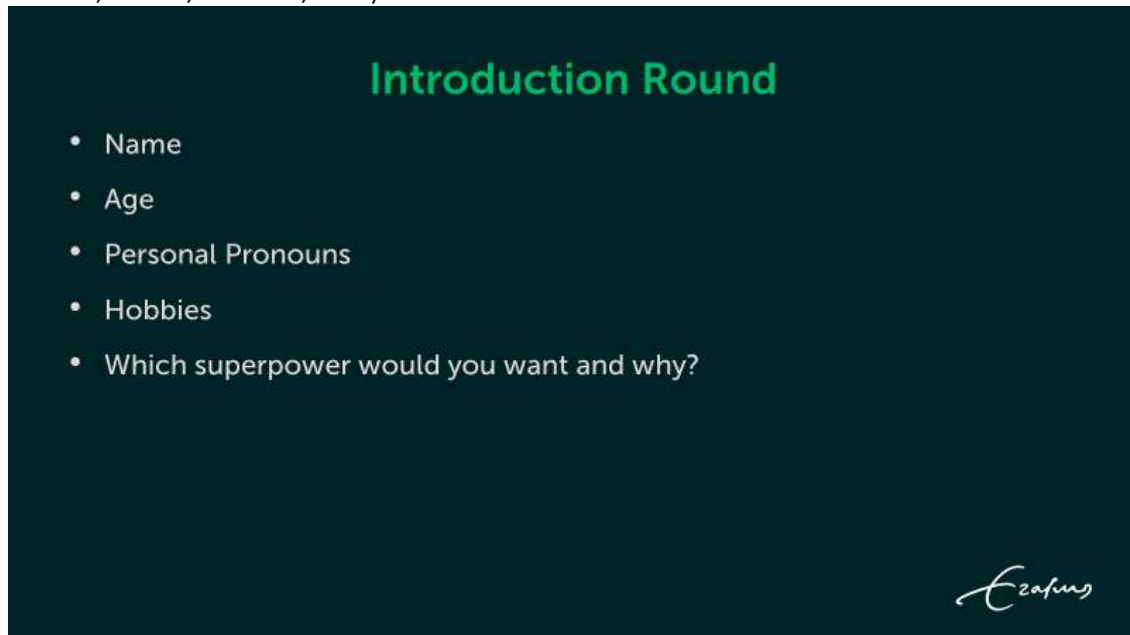
2. Google Forms

You may not yet feel comfortable discussing personal pronouns openly with the group. In this case, it may be an idea to send out a Google Form (or something similar) to students before the first class, in which they can provide their names and personal pronouns.

3. Form

A variation on the previous tip is to pass around a sign-in or seating chart in the first lesson where students can indicate their names and personal pronouns. Rather than allowing students to choose from a few options, keep one spot open for indicating personal pronouns; this gives them the opportunity to choose from more different personal pronouns.

4. Personal attention

Encourage students to come see you during office hours to talk about what they need to learn and thrive in the study group/course as best they can. This may involve various topics of conversation, including names and personal pronouns.

5. Different contexts

Some students may already be outed in their own class, but not yet across the program or with their families. Consider asking students if there are contexts in which they would like you to use a different name or personal pronoun for them.

6. Sharing of own personal pronouns

Carry out the importance of not making assumptions about personal pronouns by introducing yourself with your own personal pronouns and invite others to do the same if they wish.
There are also teachers who put their own personal pronouns under their emails, for example. This can help normalize the sharing of personal pronouns.

Terms to avoid
There are a number of terms that can be perceived as hurtful within the LGBT+ community, such as '(pseudo)hermaphrodite' instead of 'intersex person' and 'convert/converted' instead of 'transition'. In 2018, the Municipality of Amsterdam released a guide to respectful and inclusive communication (Municipality of Amsterdam, Department of Diversity, 2018). The next three pages contain tips from this guide on what terms you should avoid using and what terms you can use instead. The tips have been translated for education in this toolbox.

+ Do say/write - Rather not	Example	Explanation
+ LGBTQ+-person + LGBTQ+-student - homosexual student - LGBTQ+'s	It is important that LGBTQ+ students can be themselves in school. You can assume that every school has LGBTQ+ students, although you may not know who they are.	Gender identity, sexual orientation, and gender characteristics are only part of a person's overall identity. Therefore, it is often better to use LGBTQ+ not as a noun, but as an adjective. 'Homosexual students' refers only to gay men. That is fine if that is what you want to say, but if you actually mean the broader group of LGBTQ+ individuals, this is not appropriate.
+ LGBTQ+ - gay students/people	In the summer, we celebrate the diversity of the LGBTQ+ community during Pride.	The abbreviation LGBTQ+ shows that it refers to a diversity in sexual orientation, gender identity, gender expression, and sex characteristics, in a broad sense. Gay refers only to men who fall for men and sometimes to women who fall for women. You can also show the diversity by adding other letters, but as the abbreviation then becomes very long and some groups are still not mentioned, LGBTQ+ can be a nice solution.
+ rainbow - homosexual	Amsterdam is a member of the Dutch network of Rainbow Cities and the international network of Rainbow Cities.	The rainbow refers to diversity within the LGBTQ+ group. Homosexual refers only to gay men.
+ a lesbian woman/student + a homosexual man/student - lesbo, dyke - homo, gay	Since April 1, 2001, homosexual men and lesbian women have been able to marry each other in the Netherlands.	Sexual orientation is one of the characteristics of a person and is therefore best used as an adjective. A word like dyke or gay is often used negatively.
+ sexual orientation - sexual identity, sexual choice	We want all students to be able to have a pleasant and safe study environment, where their sexual orientation should not be an obstacle.	Not all people experience sexual orientation as part of their identity, and the word preference can give the impression that someone chooses to fall for women, for example, when this is not a choice.

+ bisexual person/ bisexual student - a bisexual	In the summer of 2016, a conference was held on the position of bisexual people.	Sexual orientation is one of the characteristics of a person, therefore use it as an adjective rather than a description of the person.
+ a transgender person, a trans student - a transgender	Less is still known about trans people from research than about people who are not transgender.	Being transgender is an umbrella term for all forms of gender diversity or gender non-conformity. It is becoming more common to use the term trans person, transwoman etcetera.
+ transition - convert, converted	If you are trans person and want to undergo a medical transition, there are often (considerable) waiting times.	The word convert sounds clumsy and disrespectful. Avoid this word!
+ a transgender student/person - transvestite	Transgender students are still bullied because of their gender orientation.	A transvestite is a person who enjoys dressing occasionally as someone with a different gender identity than one's own, but unlike a transgender person (usually) has no desire to actually transition.
+ at birth viewed/registered as girl/boy + a gender other than that stated on the birth certificate - born as girl/boy	He was registered as a girl at birth, and raised that way. Later he began to live according to his male identity.	The terms in which someone talks about themselves are leading. If someone states that he is, and has always been, a man, we respect that and do not say that the person was a woman or girl before that. He was a man or boy, but was registered and raised as a girl.
+ intersex student/person/man/ woman - intersexual	Sandra talks in class about her experiences as an intersex woman.	It is about one of the characteristics of a person, therefore use it as an adjective rather than as a description of the person.
+ intersex student/person/man/ woman - (pseudo)hermaphrodite	Unlike most boys, Sander has an extra X chromosome. He is therefore an intersex boy.	The term (pseudo)hermaphroditism is generally perceived as offensive and has a controversial medical background.
+ If you know it is a man or woman: Dear Mr. Jansen or Dear Mrs. Maduro. + If you don't know: Dear S. Jansen, Dear T. Maduro. - Asking without strict necessity whether someone is male or female, such as by having them check a box on a form.	Dear S. Jansen, Dear T. Maduro	If you do not know from previous contact how someone likes to be addressed, it is best to refrain from addressing a person in terms of male or female. In that case, it is best to address people by their first name, last name and formally.

Visibility and representation

Interviews conducted with LGBTQ+ students for this study revealed that visibility and representation in the area of sexual and gender diversity are important in the curriculum. "Representation is really important. If I feel like there are stories that I can identify with then that can make me feel a lot better," said one respondent. Here are three tools from University of Birmingham (University of Birmingham, 2017), Vanderbilt University (Harbin, Roberts, Nelson, & Purcell, 2020), and Utrecht University (Bogert, Linders, & Sanches, 2019) to increase visibility and representation in the area of sexual and gender diversity in the curriculum.

1. Role models

One way to increase visibility and representation is through the use of role models. These can be located within the teaching team, but can also come from outside.

- Guest Lectures

A tip from University of Birmingham that was also mentioned by many of the respondents as one of the needs is to invite LGBTQ+ individuals to be guest lectures. This does not mean that the lecture actually has to be about being LGBTQ+. Check with yourself if you always invite the same kind of people with the same background and if there might be room here for more (sexual and gender) diversity.

Tip for finding diverse professionals/guest speakers: Parea Netherlands (https://pareanederland.com/) is a network of LGBTQ+ professionals of color.

- Highlighting successful LGBTQ+ role models

Another way to contribute to more visibility in the area of sexual and gender diversity within the discipline in which you teach is to highlight successful LGBTQ+ role models. You can, for example, pay extra attention to this around theme days.

- Sharing one's identity

As a teacher yourself, you can also act as a role model for students by sharing your own identity with them, such as having a sexually or gender diverse background.

2. Examples and case studies

A simple way to ensure greater visibility and representation in the curriculum is to provide inclusive examples and case studies. This can be done, for example, by occasionally replacing the personal pronoun 'he' with 'they' or 'them' in tests or assignments, and occasionally using 'Bob loves Bill' instead of 'John loves Mary' in example sentences (University of Birmingham, 2017). The key is to ensure that the teaching materials represent different types of people.

Some courses do not work with as many examples, case studies, tests, or assignments that clearly deal with one or more people. Yet in those programs, it is usually possible to pay attention to more visibility on sexual and gender diversity in the curriculum. Vanderbilt University, in "Teaching Beyond the Gender Binary," addresses representation of non-binary persons only; for this toolbox, it has been extended to LGBTQ+ persons whenever possible.

- For statistics: avoid using binary male/female labels and/or discuss the limitations of such categorizations and the impact they may have on understanding, for example, non-binary experiences.
- In business administration: include case studies for companies that develop products for LGBTQ+ clients, e.g., a company that makes corrective underwear and swimwear for people who want to fit into the appearance of the opposite sex.
- In technical and IT courses: encourage students to think about how existing technologies can be adapted when considering the needs of LGBTQ+ people, such as the LGBTQ+ friendly traffic lights in Alkmaar or an app that contributes to the safety of LGBTQ+ people.
- In biology: pay attention to variation in gender identity and expression and variation in biological sex characteristics (e.g., when discussing sex chromosomes).
- At Erasmus University, they are currently working on a project within the medical school to make the course more inclusive. Examples to be more inclusive in the field of sexual and gender diversity in medicine are to pay attention to specific medical needs of transgender and/or non-binary persons, but also to include LGBTQ+ persons in case studies when it does not concern medical needs that mainly or exclusively play a role with LGBTQ+ persons.

3. Literature Scan
A link can be found on the Knowledge Platform for Inclusive Education to Utrecht Universities literature scan tool (Bogert, Linders, & Sanches, 2019) that can help you achieve a diverse, inclusive literature selection.
Link: https://www.eur.nl/en/impactatthecore/utrecht-universitys-literature-reflection-tool

General tips for finding and selecting appropriate literature
- Consider leaving some spots in the literature list open. Ask the students of your course to find and bring literature as an assignment. This can also be literature in other languages.
- Be open about your literature selection (and its gaps) to your colleagues and students. Perhaps they miss certain perspectives and can suggest particular literature.
- Whenever you meet people at a conference or elsewhere with diverse perspectives you can bring these into your course.
- Use the literature scan/scheme as input for a discussion with your colleagues to discuss which perspectives are missing.
- Try searching in a different library.
- It is okay to take in a certain position, we are not neutral: we want certain marginalized authors to be read.
- On the initiative of students at the University of Amsterdam, the Queer Communication Library was established online, a platform on which queer literature is shared around various themes within communication studies. Link:
https://docs.google.com/spreadsheets/d/1ptN96Y_UqywE3Z7uBiuMVvEiKxKTxHfwDx9wEFhD1zI/edit#gid=1378038074

Preventing undesirable behavior

Shared values

In order to prevent undesirable behavior, offensive remarks, and bullying in the course, it can be useful to draw up a number of rules of conduct (common values) that everyone in the group should adhere to.

In 'Toolbox Diversity in Education', Utrecht University states that making a schedule with shared values can serve as a 'manifesto of dealing with each other' in which common agreements and rules are laid down to ensure inclusion and a safe learning climate. Reference can be made back to this common manifesto at any time. It is strongly recommended that the list of shared values be compiled together with students. This is essential for reaching agreement and achieves broad-based values within your teaching.

Examples of common values might include "There will be no laughing at each other" and "No incriminating language regarding race, ethnicity, class, gender, or social or cultural origin.

Conversation rather than discussion

Often teachers take a position as a neutral facilitator. In order not to hurt or exclude anyone, all opinions and perspectives are seen as equal because "there is no truth". However, this may actually mean equating certain harmful and dominant perspectives with perspectives that have been structurally historically suppressed. This is described as "harmful tolerance" (Bogert, Linders, & Sanches, 2019) and can make students who are part of a minority group feel unsafe. "Sometimes in the study groups we have a statement that we have to discuss and then the statement is of 'Do you think Christian schools should be allowed to refuse gay people?' and then I just have to argue with people who then start saying to me 'Yes, but I am also discriminated against if I do have to admit gay people to my school,'" said one of the student respondents.

However, this does not mean that you should ignore or avoid certain topics in your classes. One way to ensure the (social) safety of all students is to present topics that concern one's identity such as ethnicity, religion, sexual orientation and gender identity not as a topic for discussion, but as a topic for conversation. In this way, a person's identity is not a topic of discussion in which students must convince each other of their own rightness.

Instead of presenting it as a proposition, "Are Christian schools allowed to refuse people because of their sexual orientation?", it is presented as a topic for discussion, e.g., "*Some Christian schools want to refuse people because of their sexual orientation. Does this go against Article 1 of the Constitution?"*.

Not portraying an individual as representative of a group

When discussing a sensitive topic about a historically marginalized group, be careful not to portray certain students as representatives of this group.

Example:

If the discussion is about LGBTQ+ and human rights in Asia, do not assume that the LGBTQ+ student from India can (or will) provide the perspective from the "Asian LGBTQ+ community. Suggesting that these students could, would, or should do so is offensive, as it is stereotypical and limits the student's identity to only that identity which is the subject of structural discrimination (Bogert, Linders, & Sanches, 2019).

Inappropriate behavior from teachers

Students may experience unwelcome behavior from teachers, often in the form of loaded jokes or being publicly "outed" (= disclosing one's sexual orientation or gender identity without permission). The intention here is usually not bad, but can have a negative impact on the social safety of the student. As a teacher, you have a responsibility to set a good example. Therefore, here are two examples of situations where the social safety of LGBTQ+ students was affected by statements made by teachers and how you can prevent this from happening to yourself and colleagues.

Jokes

When respondents were asked if they would have found someone a better teacher if they had not made jokes about sexual orientation or gender identity, the answer was always "yes": "Yes, I would have taken him more seriously if he didn't do it that way," said one of the respondents. Thus, as a teacher, it may be advisable not to make jokes about someone's personal characteristics or identity.

Outing Someone

If a student has told you something about their gender identity or sexual orientation, it does not mean that this is also known to the rest of the class or education or that the student in question wishes that more people knew about it. In a survey on the acceptance of LGBTQ+ persons in Amsterdam earlier this year, one of the respondents spoke within the theme of 'Safety at school': "There has been one incident where a teacher did out me in front of the class. I understand why he did it, because my research was about trans people, but I really didn't find it chill because it was private information and I didn't know my classmates very well yet. I immediately felt looked at by everyone and I just really didn't feel relaxed, and this is just something I want to tell people myself." Similar incidents also occurred within this study, "I have two teachers who went on Teams randomly during recess to discuss someone's transition. That's pretty personal information, and everyone could just hear it while they were still behind their laptops."

If you know private information about a student, do not share it with a larger audience unless the student has given explicit permission or asked you to share it with others. Often it is something that people want to share with others when they are ready to do so themselves.

Make agreements, speak to each other

To prevent situations such as the ones described above from occurring, it may be a good idea to make agreements about this with each other within the teaching team. Also consider calling colleagues to account if you see or suspect that they are (unintentionally) affecting the social safety of a student.

Dealing with unwanted behavior

Step-by-step plan

Inappropriate behavior and/or hurtful comments are never completely preventable in a group. GLSEN (Gay, Lesbian & Straight Education Network) has created a step-by-step plan to follow if you notice a student being scolded, bullied or harassed based on sexual orientation or gender identity (GLSEN, 2019).

1. Address cussing, bullying or harassment immediately. Focus on ending the behavior in that moment. Sometimes it's a simple response to hearing a derogatory term with "That language is not accepted in this classroom". Remember: no action is an action.

2. Give the behavior a name. Describe what you saw and label the behavior. 'That word is derogatory and is considered swearing. That language is unacceptable.'

3. Use the learning moment (or create one). Be sure to teach after the behavior ends. Decide whether you will teach at the time or later, and whether it will be public or private. If you decide to teach later, you will need to create the learning moment. You can use this opportunity to teach a class, the entire program, or the entire educational institution about which words and behaviors are acceptable and which are not.

4. Support the victim. Support the student who was the target of the slurring, bullying or harassment. Do not make assumptions about what the student is experiencing. Ask the student what they need or want. You will need to decide whether to do this at the time or later, and whether it will be done publicly or privately.

5. Hold students accountable. Review policies and impose appropriate consequences. Ensure that measures are applied evenly to all forms of swearing, bullying and harassment.

Joke or discrimination?

Sometimes it is difficult to identify unwanted behavior. What is seen as a joke by one person may be seen as discrimination by another. If you do not know whether or not something falls under undesirable behavior or discrimination, the first thing you can do is look at the rules of conduct/common values that you have established together with the group. Is one of the agreed rules that no jokes are made about someone's identity/(personal) characteristics? If so, that is a reason to react and point out the common values to the student.

Whether something is discrimination is determined by the effect of the joke. What the jokester meant is not important (Human Rights Board, sd). Therefore, be alert to the reaction of the student to whom the joke was directed. Also be aware that victims of unwanted behavior sometimes laugh along with the joke when they are actually hurt. In this case, consider asking the student if the behavior crossed the line for that person (GGZ, sd).

Positive Representation

One of the sore points that was present among many of the student respondents is the negative way in which LGBTQ+ individuals are represented, in many cases only focusing on the issues surrounding being LGBTQ+. "If you say something about Pride, don't make it so negative. It's a lot of fun, and then there's just a focus on the fact that people just get beaten up at those kinds of moments," said one respondent. To add some balance to this, the following is a list of some examples of positive representation of LGBTQ+ people. This list can be expanded at any time.

Example	Notes
ANNE+	TV series about a lesbian in her twenties who goes to live on her own in Amsterdam. In the series she looks back at her love life during her student days and reflects on how various girls and relationships have shaped her into the person she is today.
Please Like Me	TV series about a twenty-something going through some major changes as he navigates his first decade as an adult. After his girlfriend dumps him, he finds out he's gay.
SpangaS (season 14 | The Campus)	First TV series to feature a non-binary character (Lesley). Lesley is a rebellious thrill seeker who is full of schemes.
CoupleGoals the podcast	Podcast in which queer couple Mandy and Roos speak to a variety of different couples. How did they get to know each other? What do they fight about? And is there actually such a thing as 'couple goals'?
Supergirl season 4	First TV series to feature a transgender superhero as a character (Nia Nal). Nia Nal is a young journalist who eventually fulfills her destiny by transforming into a superhero named Dreamer.
Hij is een zij	Dutch TV program that follows young transgender individuals for a year. It shows what it is like to be born in the wrong body. What they have to go through to become who they are?
Girl in Red	Singer-songwriter who writes songs about queer romance and mental health.

Geslacht!	In the Dutch TV program Geslacht! Raven van Dorst asks what role gender plays in our society. Why do we still think in terms of 'man' and 'woman'? And is there anything in between?

SOURCES

AT5. (2018, 5 augustus). *LHBTIQ+ serie: Waar staat die + eigenlijk voor?* Opgehaald van AT5: https://www.at5.nl/artikelen/185103/lhbtiq-serie-waar-staat-die-eigenlijk-voor

Bogert, K. v., Linders, E., & Sanches, N. (2019, februari). Toolbox Diversiteit in Onderwijs. Utrecht, Utrecht, Nederland.

College voor de rechten van de mens. (sd). *Discriminatie uitgelegd*. Opgeroepen op mei 12, 2021, van College voor de rechten van de mens: https://mensenrechten.nl/nl/discriminatie-uitgelegd#:~:text=Wat%20jij%20als%20grap%20bedoelt,herkennen%20en%20aan%20te%20pakken.

Crenshaw, K. (1989). "Demargilizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics." *University of Chicago Legal Forum, special issue: Feminism in the Law: Theory, Practice and Criticism.* University of Chicago Law School: 139-168.

Felten, H., & Boss, E.-M. (2019). *Handreiking LHBTI-emancipatie, Feiten en cijfers op een rij.* Movisie, kennis en aanpak van sociale vraagstukken, Utrecht.

Gemeente Amsterdam, Afdeling Diversiteit. (2018, november). Regenboog taaltips. Amsterdam, Noord-Holland, Nederland.

GGZ. (sd). *Ongewenst gedrag herkennen*. Opgeroepen op mei 12, 2021, van Gezond en veilig werken: https://www.gezondenveiligwerken.nl/index.php/2018/03/30/ongewenst-gedrag-herkennen/#team

GLSEN. (2019, oktober 31). Developing LGBTQ-Inclusive Classroom Resources. New York, New York, Verenigde Staten.

Harbin, B., Roberts, L. M., Nelson, R., & Purcell, C. (2020). *Teaching Beyond the Gender Binary in the University Classroom*. Opgeroepen op mei 05, 2021, van Vanderbilt University Center for Teaching: https://cft.vanderbilt.edu/guides-sub-pages/teaching-beyond-the-gender-binary-in-the-university-classroom/

Iedereen is anders. (sd). *LHBTIQA+*. Opgeroepen op april 29, 2021, van Iedereen is anders: https://iedereenisanders.nl/info-tips/seksuele-orientatie/lhbtiqa

Koster, G. (2019, februari 13). *Dit betekent het als je Cisgender bent*. Opgeroepen op april 29, 2021, van Women'sHealth: https://www.womenshealthmag.com/nl/relaties-seks/a26321619/cisgender-betekenis/

Lubbers, H. (sd). *Inclusief en genderneutraal schrijven*. Opgeroepen op mei 2021, van Mevrouw Alfabet: https://mevrouwalfabet.nl/inclusief-genderneutraal-schrijven/

Repáraz, L. R., & Ardjosemito-Jethoe, S. (2020). Diversiteit in de samenleving. Assen: Uitgeverij Koninklijke van Gorcum.

University of Birmingham. (2017, februari 27). LGBTQ-inclusivity in the higher education: a best practice guide. Birmingham, West Midlands, Verenigd Koninkrijk.

Van Dale. (sd). *Betekenis 'Heteroseksueel'*. Opgeroepen op april 29, 2021, van Van Dale: https://www.vandale.nl/gratis-woordenboek/nederlands/betekenis/Heteroseksueel#.YIqxvWYzYXo

Vlaamse overheid. (2016, 05). Ontwikkeling van een beleidskader betreffende genderidentiteit en genderexpressie voor het gelijkekansen- en diversiteitsbeleid van de Vlaamse overheid. Brussel, België.

Appendix
Empty Literature Scan Scheme (Bogert, Linders, & Sanches, 2019)

Literature (themes and authors)	(Sub)discipline (training and/or (explicit) (sub)disciplinary perspective	Educational and/or geographic locations	Social backgrounds/identities (if known or explicitly stated)