

Workplace inclusion of gay teachers through the lenses of non-gays**Sheryl V. Patente**

Mindanao State University – General Santos

General Santos City, Philippines

Email: sheryl.patente@msugensan.edu.ph

Andrea V. Campado, Ph.D.

Mindanao State University – General Santos

General Santos City, Philippines

Email: andrea.campado@msugensan.edu.ph

Abstract: This qualitative study explored the workplace inclusion of gay teachers through the perspectives of non-gay employees at Colon National High School in Maasim, Sarangani Province—a culturally conservative public secondary school in the southern Philippines. Anchored in social learning theory and contact hypothesis, the study investigated three central questions: (1) the organizational, cultural, and individual factors that facilitate or hinder inclusion; (2) the prevailing views of non-gay employees toward gay professionals; and (3) the factors influencing changes in these views over time. Using in-depth interviews with purposively selected participants, including both gay and non-gay staff, the findings revealed that inclusive leadership, student openness, peer allyship, and cultural integration served as key enablers of inclusion. Conversely, hindrances included the absence of formal policies, religious conservatism, and symbolic leadership. Notably, gay teacher participants affirmed that the school was an affirming and professionally supportive space, challenging generalized assumptions about sub-urban exclusion. The study also found that non-gay employees' attitudes evolved through sustained interpersonal contact and institutional modeling, illustrating that inclusion is a relational and dynamic process. The study concludes that meaningful workplace inclusion requires more than symbolic support, it demands leadership commitment, structured policies, and continuous engagement with all stakeholders. Recommendations are offered for policy development, school leadership, peer allyship programs, and future research, especially on intersectionality and student-driven inclusion. This research contributes to the growing body of literature on LGBTQ+ inclusion by centering non-gay perspectives in a sub-urban school setting, offering context-specific insights for educational institutions in similar socio-cultural landscapes.

Keywords: LGBTQ+ Inclusion, Gay Teachers, Non-Gay Perspectives, Educational Institutions, Sub-Urban Schools, Philippines, Social Learning Theory, Contact Hypothesis

Date Submitted: June 5, 2025

Date Accepted: June 15, 2025

Date Published: June 30, 2025

INTRODUCTION

Executive Order 51's enactment by President Ferdinand E. Marcos, Jr. marked a significant milestone in addressing discrimination against the LGBTQ+ community in the Philippines. Designed to establish a special body for the LGBTQ+ sector, this order aimed to fortify existing mechanisms and foster participation in government policy formulation (Magsambol, 2023). However, the effectiveness of EO 51 compared to proposed SOGIE Bills remains a subject of debate, as the legislation still lacks a comprehensive statutory framework for LGBTQ+ rights in the country. Meanwhile, global trends suggest a growing acceptance of homosexuality in Western industrial nations, underscoring the evolving dynamics of gender and sexuality within organizational contexts (Rodriguez & Guenther, 2022).

Historically, the Philippines has grappled with manifestations of gender fluidity and cultural permissiveness, juxtaposed against the colonial imposition of strict sexual dichotomy and fixed gender binaries by Spain (Garcia, 2009). As this study builds upon the rich history and cultural context of the Philippines, that despite this cultural heritage and pre-colonial acceptance of gender variances, discriminatory practices against gay people persisted, perpetuated by societal norms and institutionalized discrimination. In modern times, LGBTQ+ individuals continue to face systemic challenges, as evidenced by a 2014 Philippine status report highlighting discrimination and abuse in employment settings (UNDP, 2014). This highlights the need for further research and action to promote LGBTQ+ inclusion in Philippine society.

The intersection of gender dynamics and workplace inclusion is particularly salient in the context of gendered organizations, where power imbalances and hierarchical structures can perpetuate bullying and discrimination (Chung & Hossain, 2021). LGBTQ+ individuals face heightened levels of mistreatment due to their sexual orientation or gender identity (Jones & Dovidio, 2017). The prevalence of workplace bullying and discrimination not only compromises employee well-being but also undermines organizational culture and productivity (Griffiths et al., 2020).

Workplace inclusion for individuals of diverse sexual orientations and gender identities has become increasingly vital, especially within educational settings in the Philippines. Creating inclusive environments for gay individuals in schools not only influences organizational culture but also affects the overall well-being of students. Although numerous studies have focused on the lived experiences of LGBTQ+ individuals, the perspectives of non-gay colleagues remain underexplored. This research aims to examine how non-gay individuals perceive and engage with inclusion efforts for gay colleagues in Philippine schools, with a focus on understanding their attitudes, underlying beliefs, and everyday practices that shape inclusion in educational workplaces.

At the heart of this study lies the recognition of the importance of ‘allyship’ and support from non-gays in creating inclusive environments for LGBTQ+ individuals. Research has shown that the attitudes and actions of non-gays play a significant role in shaping organizational culture and dynamics, influencing the experiences of LGBTQ+ individuals in the workplace (Griffith & Hebl, 2002). However, little is known about how non-gays in Philippine schools perceive LGBTQ+ inclusion and what factors may influence their attitudes and behaviors towards gay colleagues.

Furthermore, understanding the views of non-gays on workplace inclusion of gay people in Philippine schools is essential for advancing diversity and equity initiatives within educational institutions. By identifying potential barriers to LGBTQ+ inclusion and exploring opportunities for improvement, this study aims to inform policy development, organizational change efforts, and professional development initiatives for educators and administrators (UNESCO, 2016). By involving non-gays as stakeholders in LGBTQ+ inclusion efforts, schools can foster a culture of ‘allyship,’ respect, and support for LGBTQ+ individuals, creating safer and more inclusive learning environments for all students and staff.

In summary, this study addresses a significant gap in the literature by exploring the perspectives of non-gays on workplace inclusion of gay people in Philippine schools. By examining the attitudes, beliefs, and behaviors of non-gays towards LGBTQ+ inclusion, this research aims to inform efforts to create more inclusive and equitable workplaces for all individuals. Though eyeing for qualitative research, this study seeks to generate new insights and

recommendations for advancing LGBTQ+ inclusion initiatives within educational institutions in the Philippines.

The issues the LGBTQ+ community has been facing for centuries are as compelling as other social issues in the country. The enforcement of various laws and statutes about women's rights and women's empowerment hardly cover the pleas and unspoken indifference of those who prefer to project an identity beyond the 'protected' fixed sexual and gender dichotomy in Philippine society, such as the gays and lesbians vis-à-vis their workplaces. This study attempts to explore the political, social, behavioral, and institutional dynamics within structured organizations like educational institutions as Colon National High School of Maasim, Sarangani Province where gendered employees are accommodated, especially gay people, along with their interactions with the non-gays in the workplace.

The selection of Colon National High School as the research site for investigating the views of non-gays regarding workplace inclusion of gay professionals was methodically driven by several key factors. Primarily, the absence of openly gay teachers upon the researcher's initial entry into the institution in 2005 underscores the critical nature of exploring the process and dynamics of integrating LGBTQ+ individuals into the workplace. This absence provides a distinct starting point to observe the evolution of attitudes and practices regarding LGBTQ+ inclusion over time within the school's organizational culture.

Moreover, the decision to focus on Colon National High School aligns with the overarching aim of contextualizing the research within a localized setting. By delving into workplace dynamics within a familiar educational institution, the study seeks to offer nuanced insights that resonate deeply with stakeholders at both the micro (school) and macro (community) levels. This localized approach is integral to fostering a comprehensive understanding of the specific challenges, opportunities, and perceptions surrounding LGBTQ+ inclusion, thereby facilitating meaningful discourse and actionable recommendations tailored to the unique context of Colon National High School.

Problem statement

This research explored the intricate dynamics surrounding the workplace inclusion of gay professionals through the lenses of non-gays of Colon National High School, Maasim, Sarangani Province.

Specifically, it answered the following questions:

1. What organizational, cultural, and individual factors contribute to the facilitation and hindrance of workplace inclusion for gay professionals in Colon National High School?
2. What are the views of non-gay employees of Colon National High School regarding the inclusion of gay professionals in the workplace?
3. What are the factors that influenced the changing views of non-gays towards the workplace inclusion of gay teachers?

METHODOLOGY

This study employed a qualitative case study approach to explore the workplace inclusion of gay professionals from the perspectives of non-gay staff members at Colon National High School in Maasim, Sarangani Province. Guided by qualitative methodology, the research sought to uncover nuanced understandings of social dynamics, lived experiences, and perceptions surrounding

inclusivity, in line with the in-depth exploratory nature of qualitative research (National Library of Medicine, 2023).

Colon National High School, located in the coastal municipality of Maasim, served as the research site. Maasim is part of Sarangani Province, an agriculturally driven and increasingly industrialized region in southern Mindanao. With diverse inhabitants including Cebuanos, B'laans, and T'bolis, and a growing emphasis on economic and infrastructural development, Maasim presents a culturally and socially rich context for examining workplace diversity and inclusion.

Participants were selected through non-probability purposive quota sampling, with inclusion criteria designed to ensure relevance and depth. Ten non-gay teachers (five males and five females) and three gay educators participated in the study. Non-gay participants were required to identify as heterosexual, be over 18 years old, currently employed at the school, and have direct experience working with gay colleagues. Gay participants were invited to provide counter-perspectives and balance potential biases.

Data were gathered through semi-structured key informant interviews, allowing participants to express their views on the inclusion of gay professionals, facilitating and hindering factors, and evolving attitudes over time. Interviews were audio-recorded with consent and conducted in a conversational manner to encourage openness. Informed consent was obtained, and ethical protocols regarding confidentiality, voluntary participation, and the right to withdraw were strictly observed.

Data analysis involved both software-assisted and manual coding. Initial transcripts were coded using NVivo 14 (trial version), while subsequent data were manually processed following the same structure. Thematic analysis followed five steps: transcription and familiarization, initial coding, theme clustering, refinement, and presentation. Themes were aligned with the study's objectives: identifying facilitating and hindering factors, capturing non-gay perspectives, and exploring how these views evolved.

Finally, the study adhered to ethical research standards throughout its phases, following Creswell's (2014) guidelines and the Philippine National Guidelines on Health and Health-Related Research (2017). Confidentiality, informed consent, respect for anonymity, and responsible data management were observed at all stages.

FINDINGS AND DISCUSSION

Factors that contribute to the facilitation and hindrance of workplace inclusion for gay professionals in Colon National High School

The workplace inclusion of gay teachers at Colon National High School is neither incidental nor symbolic, it is the outcome of intentional leadership, evolving peer relationships, sustained educational interventions, cultural integration, and generational shifts. The five major themes explored in this study—leadership and institutional support, peer support and everyday allyship, awareness and capacity building, visibility and cultural integration, and student acceptance and shifting generational attitudes—together form an interdependent framework that sustains and deepens inclusion in a sub-urban, conservative educational context.

Leadership has emerged as the foundational pillar of inclusive practice. School administrators at Colon NHS have played a critical role not only by modeling respectful behavior but also by actively responding to discrimination, promoting equitable policies, and normalizing

diversity within the institution. Their actions reflect what Bass and Riggio (2006) and Avolio and Gardner (2005) describe as transformational leadership, where inclusion is not merely tolerated but championed. This kind of leadership sends a powerful message: that inclusion is of a school-wide standard, not an optional value.

Yet, leadership alone is not enough. The inclusion of gay teachers thrives because of peer support, the relational fabric that underpins school culture. Teachers who speak out against discriminatory remarks, offer mentorship, and affirm LGBTQIA+ colleagues help build a workplace marked by trust and mutual respect. As Ragins and Kram (2007) emphasize, these supportive peer networks serve as emotional anchors, ensuring that inclusion is experienced not only institutionally but interpersonally. At Colon NHS, this allyship is neither formalized nor performative, it is active, consistent, and deeply personal.

Awareness, training, and capacity building further reinforce inclusion by transforming attitudes and behaviors through education. Gender sensitivity workshops, CSE seminars, and inclusive workshops have allowed faculty to reflect, unlearn biases, and reimagine their roles as educators in diverse classrooms. As Freire (1970) and Mezirow (1991) suggest, such education fosters critical consciousness and transformative learning, both of which are evident in how teachers at Colon NHS describe their growth in empathy, awareness, and inclusive practice.

In tandem with learning, visibility and cultural integration have been crucial. Gay teachers are not hidden or sidelined; they are visible leaders, event organizers, and cultural contributors. Their authentic self-expression and involvement in community life disrupt narrow conceptions of professionalism and allow for a broader, more inclusive school identity. This echoes Rosaldo's (1994) theory of cultural citizenship, which asserts that full participation in public life affirms dignity, identity, and social legitimacy. At Colon NHS, visibility is not just tolerated, it is celebrated.

Perhaps most remarkably, students have emerged as dynamic participants in this transformation. Their admiration for gay teachers, reduced prejudice, and student-led inclusion efforts signal a generational shift in values. As DePalma and Atkinson (2010) assert, youth agency must be central in any inclusive school model. At Colon NHS, learners are not passive recipients of inclusion, they are initiating, modeling, and sustaining it.

Collectively, these five themes present a model of inclusion that is holistic, participatory, and replicable. They reveal that workplace inclusion is not the work of isolated individuals, but the product of shared, multi-level commitments. The case of Colon National High School offers a compelling example of how inclusion, when rooted in leadership, relational support, education, cultural visibility, and youth engagement, can move beyond tokenism to become an embedded, lived reality. In such a setting, gay teachers are not merely included, they are empowered, respected, and vital members of a thriving school community.

Views of non-gay employees of Colon National High School regarding the inclusion of gay professionals in the workplace

Thematic analysis revealed five major themes that represent the range and complexity of these views. These themes capture the realities of conditional acceptance, the enabling power of allyship and leadership, the constraints posed by tradition and policy gaps, the growing recognition of gay professionals' contributions, and the collective call for systemic and authentic inclusion. Each theme is further unpacked through subthemes, which illuminate the nuances, contradictions, and hopes present in the data.

The findings from non-gay employees at Colon National High School paint a complex yet evolving picture of workplace inclusion for gay professionals. While the school climate reflects general openness and surface-level acceptance, this inclusion is often shaped by unspoken boundaries, personal beliefs, and cultural expectations. Inclusion tends to be extended when gay teachers conform to traditional norms or excel in socially accepted roles, revealing that respect, while present, is not always unconditional or universally granted. Such conditionality points to a form of tolerance that stops short of equity—where being accepted is tied to charisma, likability, or perceived professionalism.

Despite these limitations, a significant and encouraging shift emerges in the form of allyship and inclusive leadership. Non-gay employees are not merely passive observers of diversity, they increasingly view themselves as active contributors to an inclusive workplace culture. Acts of peer affirmation, collaborative engagement, and vocal support from leaders help create a school climate where dignity, fairness, and solidarity can take root. These developments reflect broader literature on inclusive organizational climates, which emphasize the transformative power of allyship and inclusive leadership (Randel et al., 2018; Nishii, 2013).

Nevertheless, systemic and cultural barriers persist. The absence of school-specific policies, combined with deeply rooted conservatism and religious influences, continues to constrain the full institutionalization of LGBTQ+ inclusion. While open discrimination is minimal, subtle resistance, silence, or discomfort, especially from older or more traditional staff, suggest that inclusion has yet to be fully embedded in the culture, curriculum, and operations of the school. As Levitt and Ippolito (2014) note, inclusion cannot thrive in ambiguity; without explicit, enforced structures, it risks becoming inconsistent and unsustainable.

Encouragingly, non-gay teachers recognize and affirm the substantial contributions of their gay colleagues. Far from being seen as peripheral, gay professionals are admired for their creativity, leadership, emotional intelligence, and commitment to students. Their visibility in school events, mentorship, and instruction challenges stereotypes and reframes LGBTQ+ presence as integral to the vitality and success of the academic community. These positive associations build relational trust and help transform attitudes, both among peers and students.

Finally, and most importantly, there is a clear and hopeful call for a systemic, institutionally driven approach to inclusion. Participants advocate for school-specific policies, inclusion in curriculum design, appointment to leadership roles, and continuous professional development on gender sensitivity. They also envision a culture in which inclusive practices are not dependent on individual goodwill but are codified through policy, modeled by leadership, and sustained through organizational commitment. These recommendations align with global equity standards such as those proposed by UNESCO (2016), which emphasize that effective LGBTQ+ inclusion in schools requires institutional frameworks, accountability mechanisms, and active participation in decision-making processes.

In essence, the views of non-gay employees at Colon National High School reflect both the tensions and possibilities of inclusion. While cultural and structural constraints persist, the presence of allyship, recognition, and advocacy signals a growing readiness to shift from symbolic accommodation to intentional, structural transformation. For these participants, inclusion is no longer about merely allowing space, it is about creating it with purpose, protecting it with policy, and nurturing it through collective responsibility.

Factors that influenced the changing views of non-gays towards the workplace inclusion of gay teachers

The evolution of workplace inclusion at Colon National High School has been significantly shaped by the shifting attitudes and reflections of its non-gay personnel. This transformation has not occurred in isolation but through layered, gradual exposures and interactions with gay colleagues, informed by personal experience, institutional practices, and broader societal influence. As non-gay educators observed the day-to-day conduct, professional contributions, and moral character of their gay counterparts, their perceptions evolved—from conditional tolerance to deeper respect and advocacy. Their changing views highlight that workplace inclusion is not simply a matter of policy but of continuous, relational, and values-driven engagement.

Six major themes emerged from the data, each representing a key factor that influenced how non-gay employees came to view gay professionals with increasing acceptance and support. These themes do not exist independently but reinforce each other, offering a holistic understanding of how inclusion takes root in schools, especially in a culturally conservative region like Sarangani. The views shared by participants also align with broader academic literature that emphasizes contact theory (Allport, 1954), social learning (Bandura, 1977), and inclusive leadership (Randel et al., 2018) as vital forces in shaping equitable professional spaces. Together, these findings reveal the mechanisms of change that can serve as models for similar educational contexts.

The shifting perspectives of non-gay employees at Colon National High School regarding the workplace inclusion of gay professionals reflect a complex but hopeful narrative—one shaped by exposure, reflection, and gradual transformation. Over time, many heterosexual teachers evolved from initial tolerance to active support, with their attitudes being influenced by lived experiences, interpersonal relationships, and broader sociocultural shifts. While this change was neither immediate nor uniform, the data reveal a discernible progression wherein daily interactions, professional respect, and institutional modeling effectively challenged deep-rooted biases.

At the heart of this transformation was the visibility and professional competence of gay teachers. Their consistent excellence in teaching, discipline, and collegiality earned them admiration and trust, allowing non-gay peers to move beyond stereotypes and prejudices. As emphasized by Herek (2002) and Griffin (1992), visibility combined with positive representation is a potent antidote to discrimination. In the case of Colon, daily engagement with competent gay educators proved more persuasive than isolated policy declarations or seminars, demonstrating that professional credibility can catalyze profound shifts in attitude.

Equally significant was the role of inclusive leadership and peer advocacy. School heads who modeled fairness, initiated inclusive programs, and held space for dialogue helped normalize diversity. Non-gay allies, whether correcting microaggressions, facilitating peer mentoring, or simply showing public support, contributed to a school culture where silence no longer equaled neutrality. These findings align with research on inclusive leadership (Shore et al., 2011; Randel et al., 2018), which posits that institutional change is most effective when guided by empowered leaders and reinforced by peer networks. At Colon National High School, this shift was not left to chance, it was nurtured through deliberate value formation embedded in teaching practices, mentoring relationships, and ongoing professional development.

Crucially, change was not confined to the school itself. The surrounding community also evolved, influenced by increased LGBTQ+ visibility in media, active civil society organizations, and shifting generational beliefs. Students, as cultural bridges between home and school, further accelerated this change. Their openness, use of inclusive language, and public admiration for gay teachers created a feedback loop that challenged older norms and encouraged empathy. These dynamics support Allport's (1954) contact hypothesis and Bandura's (1977) social learning theory, both of which underscore how attitudes evolve through sustained exposure, meaningful contact, and observed behavior.

Taken together, the changing views of non-gay teachers were influenced by a constellation of interconnected factors: the professionalism and visibility of gay colleagues, supportive and inclusive leadership, consistent value formation, peer and student advocacy, evolving community norms, and ongoing education. These findings affirm that inclusion is not a one-time policy shift but a continuous, relational process, one that requires intentionality, courage, and commitment from all stakeholders.

In the context of Colon National High School, this journey from guarded acceptance to shared respect illustrates the possibility of transformation even within conservative environments. By embracing diversity as a resource rather than a risk, schools not only improve their professional cultures but also play a vital role in shaping more equitable and empathetic societies. As such, Colon National High School serves as a compelling example of how inclusion, when lived rather than proclaimed, becomes a durable force for institutional and cultural change.

CONCLUSION

From a global perspective, these findings resonate with the inclusive education principles set forth by UNESCO (2016), which emphasize the importance of systemic protection, anti-discrimination safeguards, and gender-sensitive learning environments. Inclusion, as this study confirms, is most sustainable when it is proactively embedded into school culture, not merely observed through symbolic gestures.

This vision of inclusion also finds a national counterpart in DepEd Order No. 32, s. 2017, the Gender-Responsive Basic Education Policy of the Philippines. This order mandates all public schools to create environments that are inclusive of diverse gender identities and expressions. However, the study highlights that despite this directive, many schools lack school-level policies or clear implementation mechanisms, leaving inclusion vulnerable to inconsistency, interpretation, or passive resistance. Bridging this gap between policy and practice is essential to ensure that LGBTQ+ inclusion is institutionalized, not optional.

The study also affirms the theoretical insights of Allport's (1954) contact hypothesis and Bandura's (1977) social learning theory, demonstrating that meaningful exposure, relational proximity, and modeled behavior can significantly reduce prejudice and cultivate empathy. Furthermore, the work of Ferdman and Deane (2000) underscores the need for deliberate organizational structures that reinforce inclusion at both cultural and procedural levels.

Ultimately, the experiences at Colon NHS reflect a hopeful transformation. From isolated tolerance to a growing culture of peer allyship, leadership support, and student-driven inclusion, the school has shown that meaningful change is both possible and replicable—even in culturally conservative settings. The implications are clear: inclusion must become structural, not situational; proactive, not performative; and shared, not siloed.

For schools across the Philippines and beyond, this study offers a practical reminder: when inclusive practices are codified through policy, modeled by leadership, and affirmed by peers, schools evolve into communities where every professional, not just those who conform, is given the opportunity to thrive. Inclusion, therefore, is not merely a gesture of goodwill, it is a moral and institutional responsibility that must be lived, legislated, and sustained.

As this study closes, it is important to acknowledge the perspective from which it was written. While grounded in rigorous qualitative methods, its direction and interpretation were inevitably shaped by the researcher's location within the context studied.

REFERENCES

- Ahmed, S. (2012). *On Being Included: Racism and Diversity in Institutional Life*. Duke University Press.
- Allport, G. W. (1954). *The nature of prejudice*. Addison-Wesley.
- Argyris, C. (1990). *Overcoming Organizational Defenses: Facilitating Organizational Learning*. Prentice Hall.
- Asia Society (2024). *The Shift to Inclusivity and Diversity in the Workplace*. Retrieved from <https://asiasociety.org/node/30642/shift-inclusivity-and-diversity-workplace>.
- Astin, A. W. (1993). *What Matters in College: Four Critical Years Revisited*. Jossey-Bass.
- Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
- Banks, J. A. (2015). *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*. Routledge.
- Bartlett, A., & Kennedy, M. (2001). Organizational values and the cultural context of gay and lesbian inclusiveness. *Journal of Applied Behavioral Science*, 37(2), 177-195.
- Bartlett, K. R., & Kennedy, J. (2001). Organizational effects of victim responses to workplace sexual harassment. *Journal of Managerial Issues*, 13(3), 325-345.
- Bartlett, K. T., & Kennedy, R. (2001). *Feminist legal theory: Readings in law and gender*. Routledge.
- Bass, B. M. (1990). *Bass & Stogdill's Handbook of Leadership: Theory, Research, and Managerial Applications*. Free Press.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497-529.
- Bohm, D. (1996). *On Dialogue*. Routledge.
- Bonilla-Silva, E. (2003). *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*. Rowman & Littlefield.
- Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Harvard University Press.
- Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
- Case, K. A., & Meier, S. C. (2014). Developing allies to transgender and gender-nonconforming youth: Training for counselors and educators. *Journal of LGBT Youth*, 11(1), 62-82. <https://doi.org/10.1080/19361653.2014.840764>
- Cech E. and Pham M. (2017). Queer in STEM Organizations: Workplace Disadvantages for LGBT Employees in STEM Related Federal Agencies. *Soc. Sci.* 2017, 6(1), 12; <https://doi.org/10.3390/socsci6010012>. Retrieved from <https://www.mdpi.com/2076-0760/6/1/12>.

- Cech E. and Rothwell W. (2019). LGBT Workplace Inequality in the Federal Workforce: Intersectional Processes, Organizational Contexts, and Turnover Considerations. *ILR Review*, Volume 73, Issue 1. Retrieved from <https://journals.sagepub.com/doi/full/10.1177/0019793919843508>.
- Cech, E. A., & Pham, M. V. (2017). Queer in STEM organizations: Workplace disadvantages for LGBT employees in STEM related federal agencies. *Social Sciences*, 6(1), 12. <https://doi.org/10.3390/socsci6010012>
- Cech, E. A., & Rothwell, W. R. (2019). LGBTQ Inequality in the Workplace. *Annual Review of Sociology*, 45, 473–493. <https://doi.org/10.1146/annurev-soc-073018-022728>
- Cech, E. A., & Rothwell, W. R. (2019). LGBTQ professionals in STEM: Workplace disadvantages and resilience. *Journal of Homosexuality*, 66(3), 384–407. <https://doi.org/10.1080/00918369.2017.1423214>
- Chung, B., & Hossain, M. (2021). LGBT inclusion in schools: A global perspective. *Educational Review*, 73(2), 135–150. <https://doi.org/10.1080/00131911.2020.1732345>
- Chung, Y., & Hossain, M. A. (2021). Workplace Bullying: A Review of Literature. *Journal of Organizational Culture, Communications and Conflict*, 25(2), 1-10.
- Collier, K. L., Bos, H. M. W., & Sandfort, T. G. M. (2019). Interpersonal and institutional discrimination and mental health among gay and lesbian youth. *Journal of Youth and Adolescence*, 48(2), 407–421. <https://doi.org/10.1007/s10964-018-0930-9>
- Connell, R. W. (2009). *Gender: In world perspective* (2nd ed.). Polity Press.
- Cornelio, J. D., & Dagle, R. A. (2020). The moral limits of religious tolerance: Gay rights and the Catholic Church in the Philippines. *Asian Journal of Social Science*, 48(3), 286–308.
- Craig, S. L., Eaton, A. D., McInroy, L. B., Leung, V. W., & Krishnan, S. (2015). Can social media be a tool for reducing mental health disparities? *JMIR Mental Health*, 2(3), e49. <https://doi.org/10.2196/mental.4353>
- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.
- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299. <https://doi.org/10.2307/1229039>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- DepEd (Department of Education). (2017). DepEd Order No. 32, s. 2017: Gender-Responsive Basic Education Policy. https://www.deped.gov.ph/wp-content/uploads/2017/06/DO_s2017_032.pdf
- DiAngelo, R., & Sensoy, Ö. (2014). *Is everyone really equal? An introduction to key concepts in social justice education* (2nd ed.). Teachers College Press.
- DiMaggio, P. J., & Powell, W. W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review*, 48(2), 147–160.
- Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350–383. <https://doi.org/10.2307/2666999>
- Ely, R. J., & Thomas, D. A. (2001). Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly*, 46(2), 229–273.
- Ferdman, B. M., & Deane, B. R. (2000). *Diversity at work: The practice of inclusion*. Jossey-Bass.
- Ferdman, B. M., & Deane, B. R. (Eds.). (2014). *Diversity at work: The practice of inclusion*. Jossey-Bass.

- Finnemore, M., & Sikkink, K. (1998). International norm dynamics and political change. *International Organization*, 52(4), 887–917. <https://doi.org/10.1162/002081898550789>
- Flores, A. R., Haider-Markel, D. P., Lewis, D. C., Miller, P. R., Tadlock, B. L., & Taylor, J. K. (2020). "Challenged expectations: Mere exposure effects on attitudes about transgender people and rights." *Political Psychology*, 41(3), 545–562.
- Ford, T. E. (2015). The social consequences of disparagement humor: A prejudiced norm theory. *Personality and Social Psychology Review*, 19(1), 1–23.
- Fraser, N. (2000). Rethinking recognition. *New Left Review*, 3, 107–120.
- Freire, P. (1970). *Pedagogy of the oppressed*. Herder and Herder.
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.
- Fullan, M. (2007). *The New Meaning of Educational Change*. Teachers College Press.
- Gaerlan, K. (2020). Institutionalizing gender and development in Philippine education: Progress, gaps, and possibilities. *Philippine Journal of Education*, 95(1), 24–38.
- Garcia, J. N. C. (2009). *Philippine gay culture: Binabae to bakla, silahis to MSM*. University of the Philippines Press.
- Garcia, J. N. C., & de la Cruz, D. (2016). The political economy of LGBT rights in the Philippines. *Human Rights Review*, 17(3), 289–303.
- Goldberg, A. E., Allen, K. R., Ellawala, T., & Ross, L. E. (2019). Perceptions of microaggressions in families formed through adoption by same-sex couples. *Family Process*, 58(1), 216–230.
- Gorski, P. C., & Pothini, S. G. (2013). *Case studies on diversity and social justice education*. Routledge.
- Greytak, E. A., Kosciw, J. G., & Boesen, M. J. (2013). Educating the educator: Creating supportive school personnel through professional development. *Journal of School Violence*, 12(1), 80–97.
- Griffin, P. (1992). From hiding out to coming out: Empowering lesbian and gay educators. In K. M. Harbeck (Ed.), *Coming out of the classroom closet* (pp. 167–196). Harrington Park Press.
- Griffith, K. H., & Hebl, M. R. (2002). The disclosure dilemma for gay men and lesbians: "Coming out" at work. *Journal of Applied Psychology*, 87(6), 1191–1199.
- Griffith, K. H., & Hebl, M. R. (2002). The disclosure dilemma for gay men and lesbians: "Coming out" at work. *Journal of Applied Psychology*, 87(6), 1191–1199. <https://doi.org/10.1037/0021-9010.87.6.1191>
- Griffiths, K. M., Carron-Arthur, B., Parsons, A., & Reid, R. (2020). Effectiveness of programs for reducing the stigma associated with mental disorders. A meta-analysis of randomized controlled trials. *World Psychiatry*, 19(2), 245–262.
- Grzanka, P. R., Gonzalez, K. A., & Spanierman, L. B. (2015). White supremacy and counseling psychology: A critical-contextual framework. *The Counseling Psychologist*, 43(4), 487–529. <https://doi.org/10.1177/0011000014565712>
- Gurin, P. (2002). *Diversity and Higher Education: Theory and Impact on Educational Outcomes*. Harvard Educational Review.
- Guskey, T. R. (2000). *Evaluating Professional Development*. Corwin Press.
- Haidt, J. (2012). *The Righteous Mind: Why Good People Are Divided by Politics and Religion*. Pantheon Books.

- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329–351.
- Herek, G. M. (2002). Heterosexuals' attitudes toward bisexual men and women in the United States. *Journal of Sex Research*, 39(4), 264–274.
- Herek, G. M., & McLemore, K. A. (2013). Sexual prejudice. *Annual Review of Psychology*, 64, 309–333.
- Herek, G. M., & McLemore, K. A. (2013). Sexual prejudice. *Annual Review of Psychology*, 64, 309–333. <https://doi.org/10.1146/annurev-psych-113011-143826>
- Hofstede, G. (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations*. Sage Publications.
- hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. Routledge.
- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge.
- Human Rights Commission (2017). Ten Ways the United Nations has Protected LGBTQ Human Rights. Retrieved from <https://www.hrc.org/news/ten-ways-the-united-nations-has-protected-lgbtq-human-rights>.
- Human Rights Watch. (2017). "Just Let Us Be": Discrimination Against LGBT Students in the Philippines.
- Hurtado, S. (2005). *The campus climate for diversity: Student perceptions*. Higher Education Research Institute.
- Jones, K. P., & Dovidio, J. F. (2017). Change in attitudes toward gay men and lesbians: The role of contact and motivation. *Group Processes & Intergroup Relations*, 20(5), 592–606. <https://doi.org/10.1177/1368430216642022>
- Jones, K. P., & Dovidio, J. F. (2017). LGBTQ workplace equality: Examining the effects of systemic discrimination on organizational climate and outcomes. *Oxford Research Encyclopedia of Psychology*. DOI: 10.1093/acrefore/9780190236557.013.99
- Kanter, R. M. (1977). *Men and women of the corporation*. Basic Books.
- Kanter, R. M. (1977). *Men and women of the corporation*. Basic Books.
- Kezar, A. (2014). *How Colleges Change: Understanding, Leading, and Enacting Change*. Routledge.
- Kosciw, J. G., Greytak, E. A., Giga, N. M., Villenas, C., & Danischewski, D. J. (2018). The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools. GLSEN.
- Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C. M., & Truong, N. L. (2018). The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools. GLSEN. <https://www.glsen.org/research>
- Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C. M., & Truong, N. L. (2022). The 2021 National School Climate Survey: The experiences of LGBTQ youth in our nation's schools. GLSEN.
- Kotter, J. P. (1996). *Leading Change*. Harvard Business Review Press.
- Kroeper, K. M., Sanchez, D. T., & Dovidio, J. F. (2022). Allyship and solidarity: Advancing definitions and interventions. *Current Directions in Psychological Science*, 31(1), 51–58.
- Kumashiro, K. K. (2001). *"Troubling Intersections of Race and Sexuality: Queer Students of Color and Anti-Oppressive Education"*. Rowman & Littlefield Publishers.
- Kumashiro, K. K. (2002). *Troubling education: Queer activism and antioppressive pedagogy*. RoutledgeFalmer.

- Letlape, M. C., Rankin, J. M., & Schoole, C. (2020). Informal peer support and inclusion: Bridging policy-practice gaps in South African schools. *International Journal of Inclusive Education*, 24(6), 630–645.
- Lickona, T. (1996). Eleven principles of effective character education. *Journal of Moral Education*, 25(1), 93–100.
- Lindquist, E., Reed, J. S., & Teachman, J. D. (2020). Gender and the Experience of Workplace Sexual Harassment: The Wisconsin Longitudinal Study. *Gender & Society*, 34(4), 602–628.
- Magsambol, B. (2023). Marcos signs EO creating inter-agency body on LGBTQ+ rights. *Rappler*. <https://www.rappler.com>
- Magsambol, R. (2023, January 27). Executive Order 51: A Step Forward for LGBTQ+ Rights? *Rappler*. <https://www.rappler.com/philippines/things-to-know-executive-order-51-special-body-lgbtq/>
- Marshal, C., & Gerstl-Pepin, C. (2005). *Re-framing educational politics for social justice*. Pearson.
- Mayock, P., Bryan, A., Carr, N., & Kitching, K. (2009). Supporting LGBT lives: A study of the mental health and well-being of LGBT people in Ireland. Gay and Lesbian Equality Network (GLEN).
- McAdam, D. (1982). *Political Process and the Development of Black Insurgency, 1930–1970*. University of Chicago Press.
- McCabe, J. (2014). Friends with academic benefits. *Gender & Society*, 28(2), 337–360.
- McLeroy, K. R. (2003). Community-based interventions. *American Journal of Public Health*, 93(4), 529–533.
- Mendoza, S. L. (2018). *Queering Philippine Education: Between Tolerance and Inclusion*. Philippine Journal of Education. Conclusion.
- Merriam-Webster. (2023). *Hindering*. In Merriam-Webster.com dictionary. <https://www.merriam-webster.com>
- Meyer, E. J. (2003). Prejudice and discrimination in schools: A review of the research. *Multicultural Education*, 11(1), 12–17.
- Meyer, E. J. (2008). Gendered harassment in secondary schools: Understanding teachers' (non) interventions. *Gender and Education*, 20(6), 555–570.
- Meyer, E. J., & Keenan, H. (2018). *The politics of inclusive education: Policy, practice and social justice*. Teachers College Press.
- Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. Jossey-Bass.
- Misawa, M. (2010). Queer race pedagogy for educators in higher education. *Multicultural Education*, 18(1), 2–9.
- Moore, J. (2017). Identity disclosure in the workplace: Navigating LGBTQ+ issues in education. *Journal of LGBT Youth*, 14(3), 291–310. <https://doi.org/10.1080/19361653.2017.1323974>
- Nadal, K. L. (2013). *That's so gay! Microaggressions and the lesbian, gay, bisexual, and transgender community*. American Psychological Association.
- Nadal, K. L., Rivera, D. P., & Corpus, M. J. H. (2011). Sexual orientation and transgender microaggressions in everyday life: Experiences of LGBTQ college students. *Journal of LGBT Youth*, 8(3), 234–259. <https://doi.org/10.1080/19361653.2011.579009>
- Nilsson, I., & Townsend, E. (2010). Occupational Justice—Bridging theory and practice. *Scandinavian Journal of Occupational Therapy*, 17(1), 57–63.
- Nishii, L. H., & Mayer, D. M. (2009). Do inclusive leaders help to reduce turnover in diverse groups? *Journal of Applied Psychology*, 94(6), 1412–1426. <https://doi.org/10.1037/a0017190>

- Nishii, L. H., & Mayer, D. M. (2009). Do inclusive leaders help to reduce turnover in diverse groups? *Psychological Safety, Inclusive Leadership, and Turnover, Personnel Psychology*, 62(4), 591–623.
- Nishii, L. H., & Mayer, D. M. (2009). Do inclusive leaders help to reduce turnover in diverse groups? The moderating role of leader-member exchange in the diversity to turnover relationship. *Journal of Applied Psychology*, 94(6), 1412–1426.
- Northouse, P. G. (2016). *Leadership: Theory and Practice*. Sage Publications.
- Ozeren, E. (2014). Sexual Orientation Discrimination in the Workplace: A Systematic Review of Literature. Retrieved from https://www.sciencedirect.com/science/article/pii/S187704281305252X?ref=cra_js_challenge&fr=RR-1.
- Ozeren, E. (2014). Sexual orientation discrimination in the workplace: A systematic review. *Procedia* -
- Plester, B. (2009). Crossing the line: Boundaries of workplace humour and fun. *Employee Relations*, 31(6), 584–599.
- Pollack, S. (2010). Civic courage and human rights. *Journal of Human Rights*, 9(3), 291–305. <https://doi.org/10.1080/14754835.2010.502935>
- Poteat, V. P. (2015). Allyship in education: Building inclusive environments. *Journal of Diversity in Higher Education*, 8(3), 155–169.
- Poteat, V. P., & Russell, S. T. (2013). Understanding homophobic behavior and its implications. *Theory into Practice*, 52(4), 264–271.
- Ragins, B. R. (2008). Disclosure disconnects: Antecedents and consequences of disclosing invisible stigmas across life domains. *Academy of Management Review*, 33(1), 194–215.
- Ragins, B. R., & Cornwell, J. M. (2001). Pink triangles: Antecedents and consequences of perceived workplace discrimination against gay and lesbian employees. *Journal of Applied Psychology*, 86(6), 1244–1261.
- Ragins, B. R., & Cornwell, J. M. (2001). Pink triangles: Antecedents and consequences of perceived workplace discrimination. *Journal of Applied Psychology*, 86(6), 1244–1261. <https://doi.org/10.1037/0021-9010.86.6.1244>
- Ragins, B. R., Singh, R., & Cornwell, J. M. (2007). Making the invisible visible: Fear and disclosure of sexual orientation at work. *Journal of Applied Psychology*, 92(4), 1103–1118.
- Ragins, B. R., Singh, R., & Cornwell, J. M. (2007). Making the invisible visible: Fear and disclosure of sexual orientation at work. *Journal of Applied Psychology*, 92(4), 1103–1118. <https://doi.org/10.1037/0021-9010.92.4.1103>
- Randel, A. E., Galvin, B. M., Shore, L. M., Ehrhart, K. H., Chung, B. G., Dean, M. A., & Kedharnath, U. (2018). Inclusive leadership: Realizing positive outcomes through belongingness and being valued for uniqueness. *Human Resource Management Review*, 28(2), 190–203.
- Rankin, S., Weber, G., Blumenfeld, W. J., & Frazer, S. (2010). 2010 State of higher education for LGBT people. *Campus Pride*.
- Republic Act No. 11166: Philippine HIV and AIDS Policy Act — highlights the rights of LGBTQ+ people.
- Republic Act No. 9262: Anti-Violence Against Women and Their Children Act — used for broader gender rights discussions.
- Robinson, S., & Shakeshaft, C. (2016). Educational leadership for equity and social justice. In C. Shakeshaft (Ed.), *Women in educational leadership* (pp. 235–258). Jossey-Bass.
- Rodriguez, J. K., & Guenther, E. A. (2022). Gendered Organization Theory. *Oxford Research Encyclopaedias*. <https://doi.org/10.1093/acrefore/9780190224851.013.53>

- Rodriguez, J., & Guenther, D. (2022). Global attitudes toward homosexuality: Trends and implications. Pew Research Center. <https://www.pewresearch.org>
- Rosenberg, A. (2021). Global survey on LGBTQ+ attitudes: Summary report. ILGA World & Logo Foundation. <https://ilga.org>
- Ryan, C. L., Patraw, J. M., & Bednar, M. (2013). Discussing princess boys and pregnant men: Teaching about gender diversity and transgender experiences within an elementary school curriculum. *Journal of LGBT Youth*, 10(1–2), 83–105.
- Schein, E. H. (2010). *Organizational Culture and Leadership*. Jossey-Bass.
- Seelman, K. L. (2014). Transgender individuals' access to college housing and bathrooms: Findings from the National Transgender Discrimination Survey. *Journal of Gay & Lesbian Social Services*, 26(2), 186–206.
- Senge, P. M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*. Doubleday.
- Shields, C. M. (2010). Transformative leadership: Working for equity in diverse contexts. *Educational Administration Quarterly*, 46(4), 558–589.
- Shields, C. M. (2010). Transformative leadership: Working for equity in diverse contexts. *Educational Administration Quarterly*, 46(4), 558–589. <https://doi.org/10.1177/0013161X10375609>
- Shore, L. M., Chung-Herrera, B. G., Dean, M. A., Ehrhart, K. H., Jung, D. I., Randel, A. E., & Singh, G. (2011). Diversity in organizations: Where are we now and where are we going? *Human Resource Management Review*, 21(2), 133–136.
- Shore, L. M., Cleveland, J. N., & Sanchez, D. (2011). Inclusive workplaces: A review and model. *Human Resource Management Review*, 21(4), 311–326.
- Shore, L. M., Cleveland, J. N., & Sanchez, D. (2011). Inclusive workplaces: A review and model. *Human Resource Management Review*, 21(4), 311–326. <https://doi.org/10.1016/j.hrmr.2011.02.003>
- Shore, L. M., Cleveland, J. N., & Sanchez, D. (2018). Inclusive workplaces: A review and model. *Human Resource Management Review*, 28(2), 176–189.
- Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhart, K., & Singh, G. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of Management*, 37(4), 1262–1289.
- Sidanius, J., & Pratto, F. (1999). *Social Dominance: An Intergroup Theory of Social Hierarchy and Oppression*. Cambridge University Press.
- Silverio, R. (2022). Inclusive labor practices in Southeast Asia: Gaps and opportunities. *ASEAN SOGIE Caucus Working Paper Series*, 2(1), 15–26.
- Singh, S., & Dali, M. (2013). Diversity management and policy implementation in higher education institutions. *Higher Education for the Future*, 1(1), 23–39. <https://doi.org/10.1177/2347631113513590>
- Social and Behavioral Sciences*, 109, 1203–1215. <https://doi.org/10.1016/j.sbspro.2013.12.613>
- Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6), 613–629.
- Strategic Tourism Development Plan, Maasim, Sarangani. (2015). Maasim, Sarangani Province: Department of Tourism Region XII
- Strayhorn, T. L. (2012). *College Students' Sense of Belonging: A Key to Educational Success for All Students*. Routledge.

- Sue, D. W. (2010). *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation*. Wiley.
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271–286.
- Tatum, B. D. (1997). *Why Are All the Black Kids Sitting Together in the Cafeteria?* Basic Books.
- Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63(6), 384–399.
- Twenge, J. M. (2017). *iGen: Why Today’s Super-Connected Kids Are Growing Up Less Rebellious*. Atria Books.
- U.S. Equal Employment Opportunity Commission (2024). *Moving Towards Equality in the Workplace for LGBTQI+ employees*. Retrieved from <https://www.eeoc.gov/moving-towards-equality-workplace-lgbtqi-employees>
- UNDP (United Nations Development Programme). 2014. *Human Development Report 2014: Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience*. New York.
- UNDP. (2014). *Being LGBT in Asia: The Philippines country report*. United Nations Development Programme.
- UNDP. (2024). *LGBTI inclusion index 2024 report*. United Nations Development Programme.
- UNESCO. (2016). *Education sector responses to homophobic and transphobic violence*. UNESCO Publishing.
- UNESCO. (2016). *Out in the open: Education sector responses to violence based on sexual orientation and gender identity/expression*. Paris: UNESCO.
- UNESCO. (2016). *Out in the Open: Education sector responses to violence based on sexual orientation and gender identity/expression*. UNESCO Publishing. <https://unesdoc.unesco.org/ark:/48223/pf0000243074>
- UNESCO. (2016). *Out in the open: Education sector responses to violence based on sexual orientation and gender identity/expression*. United Nations Educational, Scientific and Cultural Organization.
- UNESCO. (2019). *Behind the numbers: Ending school violence and bullying*. UNESCO Publishing.
- UNESCO. (2019). *Behind the numbers: Ending school violence and bullying*. United Nations Educational, Scientific and Cultural Organization.
- United Nations Development Programme (2024). *Report Details Workplace Discrimination Faced by LGBTI People in China, the Philippines, and Thailand*. Retrieved from <https://www.undp.org/china/press-releases/report-details-workplace-discrimination-faced-lgbti-people-china-philippines-and-thailand>.
- United Nations Development Programme (UNDP). (2014). *Being LGBT in Asia: The Philippines country report*. UNDP.
- Valente, S. M. (2010). Cultural considerations in LGBTQ mental health. *Journal of Psychosocial Nursing and Mental Health Services*, 48(6), 20–23. <https://doi.org/10.3928/02793695-20100430-04>
- Velez, B. L., Moradi, B., & Brewster, M. E. (2013). Testing the tenets of minority stress theory in workplace contexts. *Journal of Counseling Psychology*, 60(4), 532–542.
- Velez, B. L., Moradi, B., & Brewster, M. E. (2013). Testing the tenets of minority stress theory in workplace contexts. *Journal of Counseling Psychology*, 60(4), 532–542. <https://doi.org/10.1037/a0033346>
- Waldo, C. R. (1999). Working in a majority context: A structural model of heterosexism as minority stress in the workplace. *Journal of Counseling Psychology*, 46(2), 218–232.
- Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, 331(6023), 1447–1451. <https://doi.org/10.1126/science.1198364>

We Are Family Foundation. (2023). LGBTQ+ definitions and identity terms. <https://www.wearefamilyfoundation.org>

Weber, M. (1947). *The Theory of Social and Economic Organization*. Free Press.

Wright, T., & Smith, N. (2015). Bullying of LGBT youth in schools: A global perspective. *Journal of LGBT Youth*, 12(1), 1–5.