

Bibliography

- Busch, C. A., Supriya, K., Cooper, K. M., & Brownell, S. E. (2022). Unveiling concealable stigmatized identities in class: The impact of an instructor revealing her LGBTQ+ identity to students in a large-enrollment biology course. *CBE—Life Sciences Education, 21*(2), ar37. [Link here](#).
- Barthelemy, R. S., Swirtz, M., Garmon, S., Simmons, E. H., Reeves, K., Falk, M. L., ... & Atherton, T. J. (2022). LGBTQ+ physicists: Harassment, persistence, and uneven support. *Physical Review Physics Education Research, 18*(1), 010124. [Link here](#).
- Bower, L., & Klecka, C. (2009). (Re) considering normal: Queering social norms for parents and teachers. *Teaching Education, 20*(4), 357-373. [Link here](#).
- Cayanus, J. L. (2004). Effective instructional practice: Using teacher self-disclosure as an instructional tool. *Communication Teacher, 18*(1), 6-9. [Link here](#).
- Cayanus, J. L., & Martin, M. M. (2008). Teacher self-disclosure: Amount, relevance, and negativity. *Communication Quarterly, 56*(3), 325-341. [Link here](#).
- Cayanus, J. L., Martin, M. M., & Goodboy, A. K. (2009). The relation between teacher self-disclosure and student motives to communicate. *Communication Research Reports, 26*(2), 105-113. [Link here](#).
- Cech, E. A., & Waidzunas, T. J. (2021). Systemic inequalities for LGBTQ professionals in STEM. *Science advances, 7*(3), eabe0933. [Link here](#).
- Cotner, S., Ballen, C., Brooks, D. C., & Moore, R. (2011). Instructor gender and student confidence in the sciences: A need for more role models?. *Journal of College Science Teaching, 40*(5). [Link here](#).
- Goodboy, A. K., Carton, S. T., Goldman, Z. W., Gozanski, T. A., Tyler, W. J., & Johnson, N. R. (2014). Discouraging instructional dissent and facilitating students' learning experiences

through instructor self-disclosure. *Southern Communication Journal*, 79(2), 114-129.

[Link here.](#)

Human Rights Campaign (2014). *Corporate Equality Index*. [Link here.](#)

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. [Link here.](#)

Movement Advanced Project (2018). *2018 LGBT Community Center Survey Report*. [Link here.](#)

Nielsen, E. J., & Alderson, K. G. (2014). Lesbian and queer women professors disclosing in the classroom: An act of authenticity. *The Counseling Psychologist*, 42(8), 1084-1107. [Link here.](#)

Rainey, K., Dancy, M., Mickelson, R., Stearns, E., & Moller, S. (2018). Race and gender differences in how sense of belonging influences decisions to major in STEM. *International journal of STEM education*, 5, 1-14. [Link here.](#)

Rosenthal, L., Levy, S. R., London, B., Lobel, M., & Bazile, C. (2013). In pursuit of the MD: The impact of role models, identity compatibility, and belonging among undergraduate women. *Sex roles*, 68(7), 464-473. [Link here.](#)

Russ, T., Simonds, C., & Hunt, S. (2002). Coming out in the classroom... an occupational hazard?: The influence of sexual orientation on teacher credibility and perceived student learning. *Communication education*, 51(3), 311-324. [Link here.](#)

Schrodt, P. (2013). Content relevance and students' comfort with disclosure as moderators of instructor disclosures and credibility in the college classroom. *Communication Education*, 62(4), 352-375. [Link here.](#)

Stout, J. G., Dasgupta, N., Hunsinger, M., & McManus, M. A. (2011). STEMing the tide: using ingroup experts to inoculate women's self-concept in science, technology, engineering, and mathematics (STEM). *Journal of personality and social psychology*, 100(2), 255.

[Link here.](#)

Yescavage, K., & Alexander, J. (1997). The pedagogy of marking: Addressing sexual orientation in the classroom. *Feminist Teacher*, 113-122. [Link here.](#)

Zhang, S., Shi, Q., & Hao, S. (2009). The appropriateness of teacher self-disclosure: A comparative study of China and the USA. *Journal of Education for Teaching*, 35(3), 225-239. [Link here.](#)