

Best Practices for Serving LGBTQ+ Students in the 21st Century: A Systematic Literature Review

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Abstract

To best serve LGBTQ+ students in an academic library, it is necessary to develop a list of best practices. While there is ample literature on the topic of the needs of LGBTQ+ students in academic libraries and how to address those needs, there is no readily accessible list of evidence-based best practices for general implementation. To address this need, the author identified an initial pool of 210 articles published in library journals between 2000 and 2022. Of those 210 articles, 109 articles met all conditions for further review. A total of 21 articles within the review pool contained specific recommendations for serving LGBTQ+ students. Those 21 articles were assessed, and their findings were compiled to create a list of evidence-based best practices for serving LGBTQ+ students in academic libraries.

Keywords: best practices, LGBTQ+, DEI, diversity, equity, inclusion, academic libraries

Introduction

In order to best serve Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) students in an academic library, it is important for libraries to have a consistent list of evidence-based best practices. While there is plenty of literature on the topic of serving LGBTQ+ students, there is no easily accessible list of best practices that provide

solutions for library staff with limited resources. This literature review attempts to fill that gap by providing a list of evidence-based best practices for serving LGBTQ+ students that addresses the topics of cataloging and classification, collection development, policies, programming and outreach, reference, services, spaces, and staff training.

Research Problem

The body of literature on serving LGBTQ+ students has exploded in the past two decades. Most of the current research focuses either on a specific group within the LGBTQ+ community or a specific library type. The breadth and depth of the literature pool makes it difficult for library staff seeking a specific set of evidence-based guidelines aimed at improving access for the LGBTQ+ community. While it is noted that the LGBTQ+ community is not a monolith, there are a variety of changes that can be implemented to improve library services for this group as a whole. To that end, the purpose of this article is to provide library staff of all types with an accessible set of recommendations backed by the research.

Previous Literature Reviews

Literature reviews published prior to the year 2000 are outside of the scope of this study. Since 2000 there have been multiple reviews focusing on LGBTQ+ library issues. However, there are no systematic reviews that look at best practices for LGBTQ+ students as a whole. Instead, researchers have concentrated on a specific facet of the LGBTQ+ community, such as transpersons, or a specific topic within librarianship, such as cataloging and classification. Steven Joyce's (2000) literature review on public services for the LGBTQ+ community is one of the most cited literature reviews within the scholarly conversation. Joyce addressed the topics of access, collection development, information needs, cataloging and classification, and user services. This seminal work identified multiple gaps in the research which the discipline has worked to fill in the years since its publication.

In 2005, Downey followed up Joyce's work with a bibliographical essay on expanding access to materials for the LGBTQ+ community through improved collection development and cataloging practices. This theme of overcoming barriers to access persisted in the literature over the next several years. In 2012, Thompson explored barriers to access for transgender students, concluding that lack of resources, outdated collections, privacy concerns, and fear prevented this population from adequately

accessing library services (p. 12). The following year, Jardine (2013) published a lengthy list of recommendations for addressing the issues Thompson identified. In 2016, Robinson re-iterated many of Jardine's recommendations, but applied them more broadly to LGBTQ+ youth. This supports the argument that many interventions that improve access for transpersons are applicable to the LGBTQ+ community as a whole. The same year, Campbell and Cowan (2016) drilled down on addressing privacy concerns as a way of supporting LGBTQ+ students in the coming out process. Pierson's 2017 literature review again reaffirmed the work of Thompson (2012), Jardine (2013), and Robinson (2016), this time applying the conclusions to all LGBTQ+ users in all types of libraries. Edge's 2019 literature review on subject access concluded that current subject access for LGBTQ+ materials is inadequate, but that no best practices could be identified due to the variability of needs within individual communities (p. 87). In 2018, Wexelbaum was the first to specifically address the role of the academic library in serving LGBTQ+ students. In 2020, Matheson et al. came to many of the same conclusion as Thompson (2012), only this time applied to LGBTQ+ college students in Australia. In 2020, Lyttan and Laloo returned to the topic of transgender-specific information needs and barriers to access, again confirming Thompson's 2012 conclusions. Recently, the trend has been to focus on more specific groups or topics within librarianship. Dhanya and Thanuskodi (2021) recently worked to identify gaps in the literature regarding the information needs of transgender persons in India, while Jia et al. (2022) have worked to identify gaps related to health information needs.

The overall body of literature suggests that there are specific needs that are applicable across the entire LGBTQ+ community and that there are specific interventions available to meet those needs, but there is no comprehensive, evidence-based list of best practices for serving LGBTQ+ students in the 21st century. This review seeks to build upon Joyce's (2000) work to provide a similarly applicable literature review that takes into account an additional two decades worth of research.

Methodology

Traditionally, library science literature reviews have focused on searching specific databases. While this approach can be useful, it often fails to capture research that does not appear in indexed publications. In an effort to capture the most research possible, the author searched an academic library catalog using the Primo interface and a pre-identified search phrase list modified from the Betts-Green (2020) keyword list (p. 517-518). This Primo interface included the databases Library Literature & Information

Science Index; Library, Information Science & Technology Abstracts; and the Information Science Collection. Search terms included:

- asexual* (asexuals, asexuals', and asexuality)
- bisexual* (bisexual, bisexuals, bisexuals', bisexual men, bisexual women, and bisexuality)
- gay* (gay, gay men, gay couples, gays, and gays')
- homosexual* (homosexual, homosexuals, homosexuals', and homosexuality)
- intersex* (Intersexed and intersexims)
- lesbian* (lesbian, lesbian couples, lesbians, lesbians', and lesbianism)
- LGBT* (LGBTQ+, LGBTQIA, LGBTQIAA, GLBT*, GLBTQ)
- queer* (queerness, genderqueer)
- transgender* (transgender, transgender people, and transgenderism)

The author then completed a secondary search of individual peer-reviewed library journals using the same pre-identified search phrase list. The list of journals searched is available in Appendix C. Finally, the author used citation mining to further identify relevant sources that may have been missed. In order to be considered for further review, articles must have been published between the years of 2000 and 2022, appeared in a peer-reviewed library journal, and must be a primary or secondary research article. Editorials, book reviews, general essays, conceptual papers, news items, and annotated bibliographies were excluded from the review. Upon identification of a list of articles that met all conditions for further review, articles that included specific recommendations based upon their research were further assessed. These specific recommendations were then categorized by topic. Articles that were too narrow in scope (e.g., those that provided recommendations for a specific library program versus programming overall) were also excluded in the final assessment. The author then aggregated and assessed those specific recommendations to develop a list of research-supported best practices.

Limitations

Despite all efforts, the article pool is not exhaustive. Some works may have been missed due to the fact that they were not indexed at the article level, or because they lacked citations within the scholarly record. Articles chosen specifically focused on LGBTQ+ students and their needs. Articles on general diversity that mentioned LGBTQ+ students, or other works where LGBTQ+ students existed as part of a spectrum of special library populations were also excluded from this review. In order to

provide solid, evidence-based recommendations, this review focused solely on peer-reviewed scholarship. This excluded many articles disseminated by state and regional library associations, blogs, disciplinary magazines, and multiple well-researched books on the topic. This is not a judgement on the quality of those works, but rather, they were excluded because they are outside of the scope of this review.

Findings

The author identified a total of 210 articles published in disciplinary library journals from 2000 to 2022. Of those works, a total of 109 met all conditions for further review. A total of 21 articles contained specific recommendations for serving LGBTQ+ students. The majority of the articles with specific recommendations were categorized as primary research articles ($n = 13$) with the remainder being categorized as secondary research articles. Surveys ($n = 5$) and qualitative interviews ($n = 5$) comprised the majority of original research. Three of the studies were resource assessments. The needs and experiences of LGBTQ+ college students were the most studied ($n = 6$) followed by the needs and experiences of transgender persons ($n = 5$). The remainder of the studies looked at gay men, LGBTQ+ students as a whole, specific age groups within the LGBTQ+ community, and library staff attitudes. Most of the literature focused on public libraries ($n = 8$), followed by academic libraries ($n = 7$). Three studies looked at K-12 libraries, and three concentrated on libraries in general. The vast majority of the research came from the United States ($n = 16$). Four studies came from the United Kingdom and one came from Australia.

Specific recommendations addressed the following topics: cataloging and classification ($n = 6$), collection development ($n = 14$), policies ($n = 13$), programming and outreach ($n = 14$), reference services ($n = 12$), library services ($n = 5$), library spaces ($n = 12$), and staff training ($n = 12$).

Table 1
Specific Recommendations by Topic

Study	Cataloging & Classification	Collection Development	Policies	Programming & Outreach	Reference	Services	Spaces	Staff Training
Attwell, 2020			x					x
Bates & Rowley, 2011	x							
Beiriger & Jackson, 2007		x	x	x	x	x	x	
Campbell & Cowan, 2016	x	x						
Chapman, 2013	x	x	x		x			x
Ciszek, 2011		x		x	x			
Downey, 2005	x	x		x	x		x	
Drake & Bielefield, 2017		x	x	x			x	
Hamer, 2003		x	x	x		x		
Jardine, 2013	x	x	x	x	x	x	x	x
Joyce, 2000	x	x		x	x		x	x
Lyttan & Laloo, 2020			x			x	x	
Matheson & Reynolds, 2020			x				x	x
Mehra & Braquet, 2006		x	x	x	x		x	x
Mehra & Braquet, 2007		x		x	x			x
Mehra & Braquet, 2011				x	x		x	x
Robinson, 2016		x	x	x				x
Schaller, 2011		x		x	x		x	
Thompson, 2012			x		x	x	x	x
Todorinova & Ortiz-Myers, 2019			x	x	x		x	x
Walker & Bates, 2016		x	x	x				x
Total	6	14	13	14	12	5	12	12

Discussion

Many of the recommendations in the literature represent a commonsense approach to serving traditionally marginalized groups, which supports the argument that LGBTQ+ students can benefit from the same interventions library staff already employ for other groups. This further supports the argument that, in most cases, LGBTQ+ students do not require special treatment. Instead, they require only that library staff give them the same consideration as they do other user groups. While some interventions may be specifically tailored to supporting unique needs within the LGBTQ+ community, these interventions do not come at the expense of other groups. In many cases, best practices designed to meet the needs of LGBTQ+ students ultimately benefit all students.

Cataloging and Classification

Three themes emerged in the literature regarding cataloging and classification: keywording of LGBTQ+ materials, expanding cataloging vocabularies using folksonomies or alternative vocabularies, and using active bibliographic control measures to ensure that harmful language does not persist within the catalog. Joyce's (2000) original recommendation was to simply catalog LGBTQ+ materials (p. 93). Since then, Downey (2005), Chapman (2013), and Jardine (2013) have all recognized the necessity of appropriately keywording LGBTQ+ materials in the catalog for the purpose of increasing discoverability. Bates and Rowley (2011) speak to the inadequacy of traditional cataloging vocabularies when cataloging LGBTQ+ materials and suggest using folksonomies to enrich traditional vocabularies (p. 445-446). This approach is supported by Campbell and Cowan's (2016) assertion that consistent dependable authority control is key to helping LGBTQ+ students discover related materials (p. 506). Bates and Rowley (2016) specifically recommend that catalogers actively remove harmful language from their catalogs (p. 446).

Based on this, the following best practices for cataloging and classification are recommended:

- Explicitly keyword LGBTQ+ content within the catalog, even when the item itself may not be LGBTQ+ themed. This may include the use of tagging within

the record or placing stickers on the items themselves to indicate LGBTQ+ themes.

- Use folksonomies or alternative controlled vocabularies, like the Digital Transgender Archive's (2023) *Homosaurus*, to catalog and keyword LGBTQ+ materials.
- Actively assess and update cataloging records to remove outdated and harmful terminology, even when that terminology persists in traditional cataloging vocabularies.

Collection Development

Almost all authors who discussed collection development agree that actively collecting LGBTQ+ related materials is the first step (Joyce, 2000: Hamer, 2003: Downey, 2005: Ciszek, 2011: Schaller, 2011: Chapman, 2013: Walker & Bates, 2016: Drake & Bielefield, 2017). Joyce (2000) and Walker and Bates (2016) stress the importance of providing information in a wide variety of formats. Walker and Bates (2016) also advocate for the representation of all sexualities within the collection, as well as a diversity of topics that includes health and legal resources. Mehra and Braquet (2006, 2007) support this approach, as does Beiriger and Jackson (2007). Mehra and Braquet (2006) further include information for families and allies in their recommendations (p. 10). Jardine (2013) recommends that library staff collect relevant materials in languages other than English (p. 257). When determining which materials to collect, Mehra and Braquet (2006) and Campbell and Cowan (2016) suggest using published lists of materials to select relevant resources while Downey (2005), Ciszek (2011), and Robinson (2016) recommend involving community members in the collection development process to ensure that the collection meets community information needs. Mehra and Braquet (2006) caution that user demand is not a good indicator of a community's information need (p. 10). After acquisition, Chapman (2013) recommends that materials be integrated into the general collection. Jardine (2013) suggests that collection stickers can help identify materials on the shelf (p. 256).

Based on this, the following best practices for collection development are recommended:

- Actively collect LGBTQ+ related materials regardless of obvious user demand.
- Collect materials relevant to all sexualities.
- Collect materials in a variety of formats.
- Collect materials in multiple languages.

- Collect materials on a variety of topics, recognizing that health and legal information are of particular interest.
- Include materials for family members and allies.
- Use established lists of materials, such as the ALA Rainbow Book List, the Stonewall Book Awards List, and the Over the Rainbow Books list, to purchase resources.
- Involve the local LGBTQ+ community in the collection development process by contacting local leaders or holding focus groups.

Library Policies

Within the literature, authors address collection development policies, materials access policies, internet access policies, library use policies, and non-discrimination policies. Jardine (2013) and Matheson et al. (2020) specifically address the need for all policies to support user privacy and the Library Bill of Rights. For collection development policies, the majority of authors suggest creating a collection development policy that explicitly includes LGBTQ+ content for all ages (Mehra & Braquet, 2006; Beiriger & Jackson, 2007; Chapman, 2013; Jardine, 2013; Attwell, 2020; Lyttan & Laloo, 2020). Chapman (2013) specifically recommends that such policies be easily available to the public (p. 561). Chapman (2013), Robinson (2016), Walker and Bates (2016), and Attwell (2020) all suggest that library policy not limit access to LGBTQ+ materials based on a user's age. Library staff are encouraged to examine internet access policies to ensure that filtering software does not exclude LGBTQ+ content (Hamer, 2003; Jardine 2013; Robinson, 2016; Walker & Bates, 2016). Jardine (2013) goes further and suggests that internet filtering be made optional (p. 251). For library use policies, removing questions regarding gender on library forms was the single most common recommendation in the literature (Beiriger & Jackson, 2007; Thompson, 2012; Jardine, 2013; Robinson, 2016; Drake & Bielefield, 2017; Lyttan & Laloo, 2020; Matheson et al., 2020). Drake and Bielefield (2017), Todorinova and Ortiz-Myers (2019), and Matheson et al. (2020) all advocate for allowing users to remotely change their preferred names and pronouns on their library record. Jardine (2013), Drake and Bielefield (2017), and Todorinova and Ortiz-Myers (2019) recommend that libraries specifically include LGBTQ+ users in their non-discrimination policies.

Based on this, the following best practices for library policies are recommended:

- Create a collection development policy that explicitly includes LGBTQ+ materials for all ages. Look to sample policies provided by the American Library Association's (2009) Rainbow Roundtable.

- Do not limit access to LGBTQ+ materials based on a user's age.
- Ensure that internet use policies do not exclude LGBTQ+ content and consider making filtering software optional.
- Do not ask questions about sex or gender on library forms.
- Give users control over their preferred name and pronouns.
- Specifically include LGBTQ+ users and groups in non-discrimination policies.
- Make all policies easily accessible to the public.
- Ensure that all policies prioritize user privacy and support the Library Bill of Rights (American Library Association, 1996).

Programming and Outreach

Much of the literature on programming and outreach focuses on visibility for LGBTQ+ library resources. Multiple articles suggested partnering with local LGBTQ+ groups for programming and events (Joyce, 2000; Hamer, 2003; Downey, 2005; Ciszek, 2011; Mehra & Braquet, 2006, 2007, 2011; Jardine, 2013; Drake & Bielefield, 2017). Most commonly, authors recommend LGBTQ+ themed displays and exhibits as a means for increasing visibility of the LGBTQ+ community within the library (Joyce, 2000; Mehra & Braquet, 2006, 2011; Jardine, 2013; Robinson, 2016; Walker & Bates, 2016; Drake & Bielefield, 2017). Jardine (2013) advocates for the inclusion of LGBTQ+ content in other displays as well as a means of normalizing visibility (p. 247). To the same end, Downey (2005), Mehra and Braquet (2006, 2007, 2011), Schaller (2011), Jardine (2013), Walker and Bates (2016), and Drake and Bielefield (2017) all support actively advertising LGBTQ+ materials to increase awareness and use. Multiple authors identify the need for LGBTQ+ themed events at libraries, including book talks, film series, national celebrations, and observances (Joyce, 2000; Hamer, 2003; Downey, 2005; Mehra & Braquet, 2006, 2007, 2011; Beiriger & Jackson, 2007; Jardine, 2013; Walker & Bates, 2016; Drake & Bielefield, 2017; Todorinova & Ortiz-Myers, 2019). Mehra and Braquet (2006, 2011) and Robinson (2016) specifically identify a need for information literacy programming for the LGBTQ+ community to help users discover and use relevant information.

Based on this, the following best practices for programming and outreach are recommended:

- Regularly create LGBTQ+ displays that highlight relevant library resources. Examples include Pride Month displays, LGBTQ History Month displays, Transgender Day of Remembrance, National Day of Silence, etc.

- Regularly include LGBTQ+ themed resources in other displays.
- Actively advertise LGBTQ+ resources and collections. This includes providing signage, inclusion in social media posts, and flyers within the library.
- Create programming and events tailored to the LGBTQ+ community, including book talks, film series, national celebrations, observances, and information literacy instruction.
- Partner with local LGBTQ+ groups for programming and events.

Reference Services

Creating relevant resource lists is the single most common recommendation for reference services (Chapman, 2013; Cizek, 2011; Mehra & Braquet, 2006, 2011; Schaller, 2011; Jardine, 2013; Todorinova & Ortiz-Myers, 2019; Beiriger & Jackson, 2007; Joyce, 2000; Downey, 2005; Thompson, 2012). Additionally, researchers suggest that online resources users can access privately are of particular use for LGBTQ+ users. (Jardine, 2013; Todorinova & Ortiz-Myers, 2019). This need for privacy extends to reference consultations. Jardine (2013) identifies a need for private spaces for reference transactions while Thompson (2012) advocates for anonymous and virtual reference services. Mehra and Braquet (2011) highlight the need for reference staff to conduct an audit of reference transactions with LGBTQ+ students to ensure that library staff are providing positive and supportive help when questions arise (p. 415).

Based on this, the following best practices for reference services are recommended:

- Curate lists of LGBTQ+ themed resources on a variety of topics and make them easily accessible to users.
- Ensure curated reference resources include a variety of formats with remote access options.
- Provide private space for reference consultations.
- Provide virtual and anonymous reference services.
- Consistently assess reference transactions to ensure quality of service.

Library Services

The importance of privacy is most evident in the research regarding library services for LGBTQ+ students. Hamer (2003), Beiriger and Jackson (2007), Thompson (2012), Jardine (2013), and Lyttan and Laloo (2020) all cite privacy concerns as the

driving need behind their recommendations for library services. Self-checkout is the most commonly recommended intervention to support library user privacy (Hamer, 2003; Thompson, 2012; Jardine, 2013). Beiriger and Jackson (2007) identify the necessity of internet access and online resources as means for privately accessing materials (p. 58). Thompson (2012) further identifies the ability of users to update and manage their own library accounts as a way that libraries can support LGBTQ+ users (p. 9).

Based on this, the following best practices for library services are recommended:

- Provide self-checkout services. This includes anonymous retrieval of interlibrary loan materials.
- Allow for anonymous use of internet resources.
- Provide remote access for electronic resources.
- Allow users to remotely update and manage their own library accounts.

Library Spaces

Recommendations for library spaces centered on signage that promotes collections and services that benefit the LGBTQ+ community, meeting space for LGBTQ+ groups, and the availability of single-stall gender-neutral restrooms. Schaller (2011) and Jardine (2013) both stress the importance of signage that indicates the location of LGBTQ+ materials within the library. Jardine (2013) goes further and suggests that libraries utilize signage highlighting user privacy and the Library Bill of Rights as these address specific concerns within the LGBTQ+ community (p. 247). Joyce (2000), Downey (2005), and Mehra and Braquet (2006, 2011) all recommend that libraries specifically offer meeting spaces to LGBTQ+ groups in the community. Providing access to a single-stall gender-neutral restroom is the most common recommendation within the literature as it pertains to library spaces.

Based on this, the following best practices for library space are recommended:

- Include LGBTQ+ materials in signage that indicates collection locations. One example is the Fayetteville Free Library “Tough Topics Sign” (Lucchesi, 2017).
- Have signage that highlights user privacy protections and the Library Bill of Rights.
- Provide access to a single-stall gender-neutral bathroom.

Staff Training

The literature on staff training falls into three categories: cultural competency training, training on the availability and location of relevant materials, and training related to library ethics and the Library Bill of Rights. The majority of the research indicates that library staff should be offered or should seek out cultural competency training related to LGBTQ+ students as part of their professional development (Joyce, 2000; Mehra & Braquet, 2006, 2011; Thompson, 2012; Chapman, 2013; Walker & Bates, 2016; Todorinova & Ortiz-Myers, 2019; Matheson et al., 2020). Mehra and Braquet (2011) and Chapman (2013) highlight the importance of knowing what resources are available in the library and where to find them. If library staff do not know what resources exist, they cannot point users to them. Jardine (2013) and Robinson (2016) stress the importance of training library workers on the American Library Association (2006) Core Values of Librarianship as well as the Library Bill of Rights as a means for supporting LGBTQ+ users in the library.

Based on this, the following best practices for library space are recommended:

- Provide cultural competency training related to LGBTQ+ students and their communities. This includes Safe Zone Training or training from other organizations like PFLAG.
- Learn what resources are available within the library and how to find them.
- Provide staff training on the ALA Core Values of Librarianship and the Library Bill of Rights.

Conclusion

Many of the recommendations for serving LGBTQ+ students are applicable to other user groups. In fact, many of the recommendations could be considered common sense when serving any unique population within a library's community. The focus of this study has been evidence-based interventions that are accessible to most library staff. As a result, the majority of recommendations require an investment of time and intention versus a monetary investment. Collection development and staff training require budgetary flexibility, but in an ideal environment, collection development of LGBTQ+ materials and staff training for LGBTQ+ sensitivity training can be woven into the regular collection development and professional development budgets. Various

LGBTQ+ advocacy organizations have programs to help libraries with collection development costs. There are also multiple avenues available for free or low-cost professional development on LGBTQ+ issues. Not every library can afford a renovation that creates a new gender-neutral bathroom or has funds to purchase self-checkout technology. However, any library can assess their policies and their approach to user services to ensure that they are serving the LGBTQ+ population in the most effective way possible.

Future research is necessary to determine if these best practices have a positive effect on the LGBTQ+ library user experience. There are multiple studies that make recommendations, but few that test those recommendations. Additionally, there are large gaps in the literature regarding the experiences of bisexual/pansexual students, lesbians, asexual students, and nonbinary students. Each group may have differing information needs and are deserving of their proper treatment within the scholarly conversation. As librarianship moves forward as a discipline, it becomes even more important that best practices are developed and tested so that all students have equitable access to information.

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Appendix A – Recommendations

Cataloging and Classification

- Explicitly keyword LGBTQ+ content within the catalog, even when the item itself may not be LGBTQ+ themed. This may include the use of tagging within the record or placing stickers on the items themselves to indicate LGBTQ+ themes.
- Use folksonomies or alternative controlled vocabularies, like the Digital Transgender Archive's *Homosaurus*, to catalog and keyword LGBTQ+ materials.
- Actively assess and update cataloging records to remove outdated and harmful terminology, even when that terminology persists in traditional cataloging vocabularies.

Collection Development

- Actively collect LGBTQ+ related materials regardless of obvious user demand.
- Collect materials relevant to all sexualities.
- Collect materials in a variety of formats.
- Collect materials in multiple languages.
- Collect materials on a variety of topics, recognizing that health and legal information are of particular interest.
- Include materials for family members and allies.
- Use established lists or materials, such as the ALA Rainbow Book List, the Stonewall Book Awards List, and the Over the Rainbow Books list, to purchase resources.
- Involve the local LGBTQ+ community in the collection development process by contacting local leaders or holding focus groups.

Library Policies

- Create a collection development policy that explicitly includes LGBTQ+ materials for all ages. Look to sample policies provided by the ALA's Rainbow Roundtable (2009).
- Do not limit access to LGBTQ+ materials based on a user's age.
- Ensure that internet use policies do not exclude LGBTQ+ content and consider making filtering software optional.
- Do not ask questions about sex or gender on library forms.

- Give users control over their preferred name and pronouns.
- Specifically include LGBTQ+ users and groups in non-discrimination policies.
- Make all policies easily accessible to the public.
- Ensure that all policies prioritize user privacy and support the Library Bill of Rights (American Library Association, 1996).

Programming and Outreach

- Regularly create LGBTQ+ displays that highlight relevant library resources. Examples include Pride month displays, LGBTQ History Month displays, Transgender Day of Remembrance, National Day of Silence, etc.
- Regularly include LGBTQ+ themed resources in other displays.
- Actively advertise LGBTQ+ resources and collections. This includes providing signage, inclusion in social media posts, and flyers within the library.
- Create programming and events tailored to the LGBTQ+ community, including book talks, film series, national celebrations, observances, and information literacy instruction.
- Partner with local LGBTQ+ groups for programming and events.

Reference Services

- Curate lists of LGBTQ+ themed resources on a variety of topics and make them easily accessible to users.
- Ensure curated reference resources include a variety of formats with remote access options.
- Provide private space for reference consultations.
- Provide virtual and anonymous reference services.
- Consistently assess reference transactions to ensure quality of service.

Library Services

- Provide self-checkout services. This includes anonymous retrieval of interlibrary loan materials.
- Allow for anonymous use of internet resources.
- Provide remote access for electronic resources.
- Allow users to remotely update and manage their own library accounts.

Library Spaces

- Include LGBTQ+ materials in signage that indicates collection locations. One example is the Fayetteville Free Library “Tough Topics Sign” (Lucchesi, 2017).
- Have signage that highlights user privacy protections and the Library Bill of Rights.
- Provide access to a single-stall gender-neutral bathroom.

Staff Training

- Provide cultural competency training related to LGBTQ+ students and their communities. This includes Safe Zone Training or training from other organizations like PFLAG.
- Learn what resources are available within the library and how to find them.
- Provide staff training on the ALA Core Values of Librarianship and the Library Bill of Rights.

Appendix B – Article Pool

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Appendix C – Journal List

African Journal of Library, Archives & Information Science

Alki

Annals of Library and Information Studies

Aslib Journal of Information Management

Australian Academic & Research Libraries

B Sides: Fieldwork

Canadian Journal of Information & Library Sciences

Cataloging & Classification Quarterly

Children & Libraries: The Journal of the Association for Library Service to Children

Collection Building

Collection Management

College & Research Libraries

College & Undergraduate Libraries

Current Studies in Librarianship

Georgia Librarian

Health Information & Libraries Journal

In The Library with the Lead Pipe

Information for Social Change

Information Research

Information Technology and Libraries

InterActions: UCLA Journal of Education and Information Studies

Internet Reference Services Quarterly

Journal of Access Services

Journal of Documentation

Journal of Education for Library & Information Science
Journal of eScience Librarianship
Journal of Information Science
Journal of Librarianship and Information Science
Journal of Library Administration
Journal of Research on Libraries and Young Adults
Journal of the Australian Library and Information Association
Journal of the Medical Library Association
Journal of Web Librarianship
Journal of Youth Services in Libraries
Judaica Librarianship
Kentucky Libraries
Knowledge Quest
Libraries & Culture
Library & Information Science Research
Library Management
Library Philosophy and Practice
Library Quarterly
Library Resources & Technical Services
Library Trends
LIBRES: Library & Information Science Research Electronic Journal
Libri: International Journal of Libraries and Information Services
Medical Reference Services Quarterly
New Review of Academic Librarianship
Progressive Librarian
Public Library Quarterly

Reference & User Services Quarterly

Reference Librarian

Reference Services Review

School Librarian

School Libraries Worldwide

School Library Research

Serials Librarian

South African Journal of Libraries & Information Science

Southeastern Librarian

Teacher Librarian

Technical Services Quarterly

The Electronic Library

The Journal of Academic Librarianship

The Library Quarterly

Urban Library Journal