Out on the Web: The Relationship between Campus Climate and GLBT-related Web-based Resources in Academic Libraries

by Matthew P. Ciszek

This article explores the relationship between the perceived campus environment for gay, lesbian, bisexual, and transgender (GLBT) students at colleges and universities and how academic libraries have deployed GLBT-related resources on the Web. Recommendations are made for increasing GLBT-related materials and information in academic libraries.

INTRODUCTION

As a new generation of openly gay, lesbian, bisexual, and transgender (GLBT) high school students arrives at colleges and universities, an increasing number of these institutions have sought new ways of serving and supporting GLBT students in their personal and educational endeavors. This often takes the form of GLBT-inclusive policies and programs, changes to the curriculum, and adjustments in housing and student life to better serve this new and growing population. To assess the work that colleges and universities are doing in this area and to provide guidance to students in selecting an institution supportive of GLBT persons, tools and resources have been developed that rate the campus climate for GLBT students. These tools and resources aim to report on institutions that are most supportive and welcoming for GLBT persons. Academic library collections are often factored into these measures and, in turn, academic libraries are beginning to gauge the needs of GLBT persons and provide information resources and services targeted to this population’s needs.

While a diverse print collection supporting GLBT issues and research is crucial, Web-based resources are also an important source of information for GLBT persons. GLBT persons often encounter prejudice and discrimination based on their status as a member of the GLBT community and may be reluctant to approach library staff to inquire about GLBT resources and collections. Some GLBT persons who are not open about their sexual orientation or gender identity may fear “outing” themselves as a GLBT person. The anonymity of online resources and unmediated searching of GLBT topics may appeal to these students and many will turn to a library’s online resources for their information needs. A good collection of Web-based GLBT resources becomes essential for an academic library seeking to be inclusive and welcoming of GLBT persons.

Do academic libraries at institutions that score higher on campus climate for GLBT students possess more complete Web-based resources to support these students? This article examines how GLBT-related Web resources provided by academic libraries compare to a nationally recognized measure of the GLBT-related campus climate of their respective institution. Additionally, this article seeks to identify approaches academic libraries can adopt to become more GLBT-friendly and outline areas for further research on this topic.

Before an examination of issues related to gay, lesbian, bisexual, and transgender issues can be undertaken, clarification on terminology and definitions is necessary. In the literature and in society in general, the acronym GLBT is often used to identify the community of gay, lesbian, bisexual, and transgender persons. Other terms may also be used to refer to this community including LGBT, LGBTQ, sexual minorities, genderqueer, or queer. For the purposes of this article, the
term GLBT will be used broadly to include people attracted to people of the same gender, people attracted to both genders, or people who identify or express themselves as a person of another gender. This definition also includes those individuals who are questioning or unsure of their sexual orientation or gender identity. An effort has been made to be as inclusive as possible in all definitions of the GLBT community.

**Literature Review**

The library science literature has long addressed issues of service to special populations within the communities that libraries serve. Over the last 20 years more focus has been given to meeting the needs of GLBT persons and providing services, collections, and programming geared towards those needs. One of the first and most comprehensive works in this area was a 1990 book edited by Gough and Greenblatt outlining practical means of building collections and providing services for gay men and lesbians covering a wide range of libraries from academic to public and school libraries.1 Included in this work is a section that focuses on how best to serve the GLBT population in an academic library setting.2 Taraba makes an important point that building a GLBT-related collection not only includes acquisition of materials, but also that libraries must keep patrons “aware of the library’s collecting efforts so that they will realize that the library can and does support research” in this area and that their needs are being considered.3 This includes providing not only collections, but also “individual contact with faculty and students, reference guides, bibliographies and pathfinders” among other resources.4

Collections are an important first step, but this must be followed up with additional resources and services. Lutes and Montgomery suggest that “optimal library service for LGBT people is achieved through the cooperation of technical and public service units.”5 Finding aids, research guides, and similar materials must be created to provide access and discovery of GLBT collections, and current terminology, indexing, and cataloging must be in place to assist in the effective retrieval of these collections. Only through a balanced program of collections and services geared toward the GLBT community can a library claim to be meeting the needs of this population.

Recent scholarship has built upon this research focusing in three areas: collection development, reference and other library services, and user needs assessment. Building a relevant and useful collection for GLBT persons has been explored in a variety of library settings. A number of resources have focused on practical tools and methods that libraries can use to build collections for the GLBT community, most of which are targeted for public and school librarians. A comprehensive work aimed at supporting and serving GLBT teens, but applicable to many other age groups, is Martin and Murdock’s 2007 “how-to” manual for librarians.6

This practical advice is further demonstrated in articles by Simpson7 and Encarnacion8 who both argue that GLBT collections are essential to public libraries and outline tools and methods that can be used in GLBT collection development. Likewise, Alexander and Miselis9 and Manfredi10 both discuss barriers to developing young adult GLBT collections and strategies to overcome them. Overcoming censorship and societal attitudes toward GLBT persons with regard to collection development and management is also discussed in the literature. Curry’s 2000 article surveys challenges to collecting GLBT materials in the United Kingdom and Canada,11 while Schrader examines how librarians can overcome these prejudices12 and serve GLBT patrons more effectively.13

Scholarship has also focused on the assessment of GLBT collections. Moss reports on a retrospective analysis of GLBT collections in a single public library,14 while Goldthorp reports on a multi-library analysis of lesbian fiction holdings.15 Literature focused on GLBT collection development in academic libraries has not been as rich, however, and tends to gravitate toward a single component group of the GLBT community. For example, Willis’ 2004 study of GLBT materials in historically Black colleges and universities reports on the challenges of GLBT-related collection development in institutions that have a long history of strained relationships with the GLBT community.16 Another recent example is Lee and Freedman’s review of the lesbian fiction holdings at Barnard College.17

Developing collections that support the information needs of the GLBT community is an important first step to serving this population, but reference and other library services also play a large role in providing a welcoming and service-oriented space. A groundbreaking study by Curry in 2005 examined the way that gay and lesbian youth were received at public library reference desks and how their inquiries about GLBT topics were handled by reference staff.18 Building on this research, Thompson reports that online reference may be more useful for “sensitive questions,” like those relating to GLBT topics, due to the anonymity and avoidance of disapproval and social cost that these services provide.19 Likewise, Mathson and Hancks report that GLBT-related books were more likely to be circulated using an unmediated self-checkout machine than at the circulation desk in an academic library.20 These studies underscore the need for libraries to be aware and sensitive to GLBT patrons while providing alternative avenues for service in the form of online or self-service amenities.

“Developing collections that support the information needs of the GLBT community is an important first step to serving this population, but reference and other library services also play a large role in providing a welcoming and service-oriented space.”

Furthermore, research suggests that libraries should take a more proactive stance in serving GLBT persons. Garde advocates that school libraries create a GLBT-positive atmosphere and work toward the inclusion of GLBT collections and services in the library.21 Seborg22 and Hill23 provide practical suggestions for providing increased and improved library services to GLBT people. Switzer discusses ways that academic libraries can become more inclusive of GLBT persons, among other groups, through focused diversity initiatives.24 Schrader and Wells examine resources, strategies, and policy directives that can be used to address GLBT issues in school and public libraries.25 Mehra and Braquet argue that academic librarians should become “change agents” by not only improving the library collections and services to GLBT persons but also by promoting the equality of these people in society and in the institutions where they work.26

Lastly, scholarship in this area has concentrated on efforts that libraries and information providers have taken to make collections more accessible through improved subject and indexing terminology. Since the early 1970s, GLBT librarians and their allies advocated for the enhancement of commonly used subject thesauri or developed “their own lists of contextually relevant subject descriptors.”27 In addition, librarians sought to improve not only their own catalogs and indexes, but also commercial indexing services, as shown in Kilpatrick’s study of terminology related to GLBT periodical literature in commercial indexes.28 These efforts had some success in changing the subject terminology for gay men and lesbians, but others in the GLBT community were often overlooked. Recent scholarship in this area has focused on subject and indexing terminology related to the transgender community. According to Johnson, this segment of the GLBT community poses “formidable problems for ongoing vocabulary control” due to “terminological changes in both academic and popular discourse.”29 This research is verified by work by Adler which illustrates that community-
Building GLBT collections and providing services and programming for the GLBT community has become standard practice in many libraries, but before additional collections and services can be developed, librarianship must gauge the needs of the GLBT community. Research in this area over the past 10 years has assisted the profession in serving this community.  

Similar studies have been executed in other library types as well; including Fikar and Keith’s survey of the health-related information needs of the GLBT community and Norman’s study of public library information needs in GLBT communities in the United Kingdom. User needs surveys have also been completed on specific segments of the GLBT community as well. Both Taylor and Beiriger and Jackson focus on the information needs of transgender individuals in the community. Surveying the needs of the GLBT community is an important first step in building understanding of the community and developing useful collections and services.

Parallel to the development of GLBT-related research in the field of library and information studies was related research in the field of higher education. This research typically focused on one of three areas: the visibility of GLBT people in colleges and universities, the campus climate for GLBT people, and GLBT student identities and experiences. The collections and services offered by academic libraries are often factored into research related to campus climate, usually through a quantitative measure of the number of titles the library holds on GLBT topics or similar measure. Studies on campus climate provide “baseline data on experiences of and attitudes about LGBT people and have often been used to provide evidence for creating, improving, or expanding LGBT programs or services.” A number of tools have been developed to measure the campus climate relative to GLBT persons and issues, but no research was found looking at the intersection between campus climate and the collections and services offered by academic libraries. Research focusing on the convergence of issues in higher education and those faced by academic libraries was lacking in the literature.

**Methodology**

One of the first comprehensive and nationwide measures of campus climate for GLBT students is the LGBT-Friendly Campus Climate Index, developed by Campus Pride, Inc., a national nonprofit group that seeks to create a safer college environment for GLBT students. The Index was created in consultation with national GLBT researchers and educational leaders, and seeks to create a national standard of GLBT-inclusive policies, programs, and practices at the college and university level. It also aims to offer an ongoing and effective means of assessing the “GLBT-friendliness” of colleges and universities and to advocate nationally for GLBT persons by highlighting colleges and universities that support and nurture GLBT students.

Typically an institution’s student affairs office will complete the assessment in collaboration with other campus departments. Colleges and universities electing to participate in the Index complete an assessment containing over 50 questions in eight areas of “GLBT-friendliness” including policy inclusion, support and institutional commitment, student life, academic life, housing, campus safety, counseling and health, and recruitment and retention effort. Any college or university can participate in the index, but the questions are primarily geared toward residential four-year colleges and universities in the United States. Based on the results of the assessment, each institution is scored in each of the eight areas and a composite score is calculated based on the weighted average of scores in each area. Each institution is given a composite rating from one to five stars with five stars indicating the most “GLBT friendly” institutions. Information on geographic location, religious affiliation, and campus setting (urban or rural) is also provided in the ratings. Campus Pride makes these ratings publically available on their Web site after providing a name and email address. By December 2010, 259 colleges and universities chose to participate in the Index.

Web-based resources at the academic libraries corresponding to the college and universities that participated in the LGBT-Friendly Campus Climate Index were gathered from these institutions’ publically accessible Web sites during December 2010. During the investigation of these resources the following questions were asked:

- Does the library make available a research guide on GLBT studies or geared toward GLBT students?
- Does the library have a dedicated selector for GLBT materials or indicate a library staff member to contact for more information on GLBT resources in their research guide?
- Does the library subscribe to the *GLBT Life* database?

Online catalogs, special collections, and print collection were excluded from examination in order to focus on general resources that were likely to be in the majority of academic libraries. Additionally, due to limited coverage of over 1200 titles. In order to determine if a library had a dedicated selector for GLBT materials, the list of materials selectors and/or bibliographers was examined to determine if someone was identified as a selector/bibliographer for GLBT-related materials. If no evidence of either condition existed, the library was marked as not satisfying this question.

In determining if the library had a dedicated selector for GLBT materials or a library staff member to contact for more information about GLBT topics, a contact listed on the GLBT Research Guide was taken as evidence of this. If the library had no GLBT Research Guide, the list of materials selectors and/or bibliographers was examined to determine if someone was identified as a selector/bibliographer for GLBT-related materials. If no evidence of either condition existed, the library was marked as not satisfying this question.

The *GLBT Life* database was chosen as the most representative GLBT-related commercially available index commonly found in many academic libraries. *GLBT Life* is published by EBSCO and began as an index and abstract to GLBT periodical literature, but expanded to a full text database in 2005. Since its debut in 2003, “*GLBT Life* has emerged as the leading database in LGBTQ studies.” *GLBT Life* offers indexing, abstracts, and full text articles from more than 80 core periodicals with limited coverage of over 1200 titles. In order to determine if a subscription to *GLBT Life* existed at the library, the online list of databases at each library was examined. If the library listed a subscription to *GLBT Life*, the library was marked as satisfying this question. Taken together, the research guide, selector/contact information, and the *GLBT Life* database form a solid basis on which to assess the level of Web-based GLBT-related resources available at academic libraries.

The author proposes that there are relationships between campus climate and GLBT-related Web resources in academic libraries on these campuses. The statistical hypotheses are:

H0: A positive direct relationship exists between campus climate as measured by the LGBT-Friendly Campus Climate Index and whether an academic library has a GLBT research guide on their Web site controlling for geographical location, religious affiliation, and campus setting of the college or university.
H2. A positive direct relationship exists between campus climate as measured by the LGBT-Friendly Campus Climate Index and whether an academic library identifies a staff resource for GLBT topics on their Web site controlling for geographical location, religious affiliation, and campus setting of the college or university.

H3. A positive direct relationship exists between campus climate as measured by the LGBT-Friendly Campus Climate Index and whether an academic library subscribes to the GLBT Life database controlling for geographical location, religious affiliation, and campus setting of the college or university.

H4. A positive direct relationship exists between campus climate as measured by the LGBT-Friendly Campus Climate Index and whether an academic library has two or more of these three resources controlling for geographical location, religious affiliation, and campus setting of the college or university.

The most appropriate statistical model for testing these hypotheses is binary logistic regression analysis (BLRA). Krichel and Bakkalbasi provide three reasons for using BLRA for this type of analysis: a dichotomous dependent variable that can be coded as 1 or 0 (yes or no), independent variables that are both qualitative and quantitative in nature and the flexibility that BLRA affords the researcher. They also note that even though this type of analysis is not widespread in library and information science research, its use in other social science research is well documented.

The data set is the number of colleges and universities that have participated in the LGBT-Friendly Campus Climate Index (n = 259) and the corresponding academic library at each institution. Based on the Index and information retrieved from Web sites at each institution, variables were identified for exploration and acceptable values were defined. In addition, control variables were selected indicating geographic location, religious affiliation, or campus setting of the college or university. The geographic location variable was created by grouping the corresponding state of each institution into four regions: Northeast, Midwest, South, and West. Religious affiliation was determined by an examination of each institution’s Web site, and those institutions that did not list a religious affiliation were assumed to have no religious affiliation. The campus setting was taken from data provided in the Index, which grouped each campus into six categories based on the size of the community where the college or university is located. These were further consolidated into two categories for purposes of this article. Variables and definitions are listed in Appendix A.

FINDINGS

According to the analyses performed on the data, a positive direct relationship does exist between campus climate and whether an academic library makes available certain GLBT-related resources via the Web. The binomial logit model was used to determine if a statistically significant relationship (p < 0.05) exists between the dependent and independent variables (Table 1). A second analysis using the binomial logit model was performed on the data after statistically insignificant variables were removed with results shown in Table 2. This was performed to determine if the strength of relationships between the variables still existed after the rejected variables were removed from the testing.

The first hypothesis (H1) was tested and suggests that a strong relationship exists between the Campus Climate Index and evidence of a GLBT-related research guide (Wald $\chi^2$: 11.84; p = 0.07). A weak relationship was also evident between the urban setting of a college or university and evidence of a GLBT-related research guide. No other statistically significant relationships were found in the first hypothesis. Upon further testing of the first hypothesis (H1) with insignificant variables removed another strong relationship is suggested between the Campus Climate Index and evidence of a GLBT-related research guide (Wald $\chi^2$: 10.64; p = 0.005). A weak relationship was also evident once again between the urban setting of a college or university and evidence of a GLBT-related research guide.

A test of the second hypothesis (H2) supports a relationship between the Campus Climate Index and evidence of a GLBT selector or

<table>
<thead>
<tr>
<th>Dependent variable</th>
<th>Independent variable</th>
<th>Standard error</th>
<th>Wald $\chi^2$</th>
<th>p &gt; $\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIDE URBAN</td>
<td>0.3868</td>
<td>2.5161</td>
<td>0.1127</td>
<td></td>
</tr>
<tr>
<td>GUIDE CCI</td>
<td>0.1577</td>
<td>8.0901</td>
<td>0.0045</td>
<td></td>
</tr>
<tr>
<td>CONTACT CCI</td>
<td>0.1840</td>
<td>8.6952</td>
<td>0.0032</td>
<td></td>
</tr>
<tr>
<td>DB URBAN</td>
<td>0.4093</td>
<td>8.3180</td>
<td>0.0039</td>
<td></td>
</tr>
<tr>
<td>DB CCI</td>
<td>0.1727</td>
<td>23.5446</td>
<td>&lt;0.0001</td>
<td></td>
</tr>
</tbody>
</table>

n = 259.
library contact (Wald $\chi^2$: 10.47; $p = 0.11$). No other relationships were found between variables in the second hypothesis. Further testing of the second hypothesis ($H_2$) with statistically insignificant variables removed from the analysis also suggests a relationship between the Campus Climate Index and evidence of a GLBT selector or library contact (Wald $\chi^2$: 8.70; $p = 0.003$).

Testing of the variables in the third hypothesis ($H_3$) suggests a very strong relationship between the Campus Climate Index and evidence of a subscription to the GLBT Life database (Wald $\chi^2$: 31.56; $p < 0.0001$). A weak relationship between urban setting of the college or university and evidence of a subscription to the GLBT Life database was also found. No other statistically significant relationships were found between the other variables. Testing the third hypothesis ($H_3$) with insignificant variables removed from the analysis also suggests a very strong relationship between the Campus Climate Index and evidence of a subscription to the GLBT Life database (Wald $\chi^2$: 29.84; $p < 0.0001$). Another weak relationship between urban setting of the college or university and evidence of a subscription to the GLBT Life database was also found in the second test.

The fourth hypothesis ($H_4$) was tested using multiple regression analysis where the null hypothesis would indicate that no relationship exists between the cumulative value of the academic library resources tested previously (COMP) and the Campus Climate Index (CCI). Instead, the regression analysis ($F$: 15.21; $R^2$: 0.11) suggests that there is a statistically significant impact ($p = 0.0001$) of Campus Climate Index on the existence of the GLBT Web-based resources and evidence of a subscription to the GLBT Life database for in our analysis, with a weaker impact ($p = 0.03$) between the Campus Climate Index and the urban setting of the college or university. Based on these analyses, the four hypotheses have been met, and a positive direct relationship between campus climate and GLBT Web-based resources at academic libraries does exist.

**DISCUSSION**

While a relationship between campus climate and GLBT Web-based resources at the corresponding academic libraries has been found, these resources were only found at less than 30% of the academic libraries at the colleges and universities surveyed (Table 3). Evidence of a GLBT research guide was only found at 25% of libraries surveyed, and evidence of a GLBT selector or resource contact was found at even fewer libraries surveyed. A subscription to GLBT Life was found at the highest number of libraries surveyed, which may be attributed to the popularity of the database vendor and the inclusion of GLBT Life in many “bundled packages” sold and marketed to academic libraries. Smaller institutions, however, may find a subscription to GLBT Life costly and decide not to subscribe to the database. Furthermore, even smaller numbers of libraries examined had two or more of the tested resources. Given the distribution of campus climate ratings (Table 4), these GLBT Web-based resources would be expected at a higher number of academic libraries than the data suggests, indicating that academic libraries at the institutions surveyed may be lagging behind the rest of campus in providing resources and support for GLBT students.

Another trend discovered during the data collection process was a propensity for academic libraries to include GLBT-related topics and resources in another research guide. Often these guides were geared toward Women’s Studies or Gender Studies curricula and to a student inexperienced in this area it may not be immediately evident that these guides would be the best resource to consult when looking for GLBT topics or resources, especially where no mention of GLBT terminology is made in the top-level page of these guides. GLBT-related topics or resources were found in other research guides in 31 (11.5%) of the libraries surveyed that did not provide a GLBT-specific research guide. The GLBT-related information was only found in the Women’s or Gender Studies guides after a keyword search of all the research guides for a GLBT term. Library users unfamiliar with keyword searching, or unaware that this function even exists for the research guides, may miss these resources and information due to their location in other guides.

Additionally, a crucial limitation of this research is the “self-selected” nature of the participating colleges and universities in the LGBT-Friendly Campus Climate Index. These institutions, often through the efforts of student affairs or diversity offices, are actively seeking to assess the campus climate toward GLBT students and make the respective changes necessary to make the institution a welcoming place for GLBT students. Further research is needed on a random sample of colleges and universities to examine for GLBT campus climate and to assess the status of GLBT-related resources at the academic libraries of these colleges and universities. Additionally, research on a wider variety of colleges and universities by various facets such as type of institution, religious affiliation, or size, may prove to be enlightening and illustrate areas in

**Table 3**

<table>
<thead>
<tr>
<th>Question (variable)</th>
<th>Yes (percentage of total)</th>
<th>No (percentage of total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the library make available a research guide on GLBT Studies or geared toward GLBT students? (GUIDE)</td>
<td>65 (25%)</td>
<td>194 (75%)</td>
</tr>
<tr>
<td>Does the library have a dedicated selector for GLBT materials or indicate a library staff member to contact for more information on GLBT resources in their research guide? (CONTACT)</td>
<td>47 (18%)</td>
<td>212 (82%)</td>
</tr>
<tr>
<td>Does the library subscribe to the GLBT Life database? (DB)</td>
<td>80 (31%)</td>
<td>179 (69%)</td>
</tr>
<tr>
<td>Does the library show evidence of at least two of the resources tested for?</td>
<td>29 (11%)</td>
<td>230 (89%)</td>
</tr>
<tr>
<td>Does the library show evidence of all three resources tested for?</td>
<td>26 (10%)</td>
<td>233 (90%)</td>
</tr>
</tbody>
</table>

$n = 250$.

**Table 4**

<table>
<thead>
<tr>
<th>LGBT-Friendly Campus Climate Index rating</th>
<th>Number of institutions (percentage of total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 star</td>
<td>8 (3.0%)</td>
</tr>
<tr>
<td>1.5 stars</td>
<td>14 (5.4%)</td>
</tr>
<tr>
<td>2 stars</td>
<td>15 (5.8%)</td>
</tr>
<tr>
<td>2.5 stars</td>
<td>21 (8.1%)</td>
</tr>
<tr>
<td>3 stars</td>
<td>37 (14.3%)</td>
</tr>
<tr>
<td>3.5 stars</td>
<td>46 (17.8%)</td>
</tr>
<tr>
<td>4 stars</td>
<td>56 (21.6%)</td>
</tr>
<tr>
<td>4.5 stars</td>
<td>37 (14.3%)</td>
</tr>
<tr>
<td>5 stars</td>
<td>25 (9.6%)</td>
</tr>
</tbody>
</table>

$n = 250$. 

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which academic libraries can focus while striving to serve the GLBT population on campus.

**RECOMMENDATIONS**

Based upon the findings of this article and the literature review, academic libraries can take a few positive and meaningful steps toward providing resources and services for the GLBT community and creating a welcoming and encouraging environment for them. General recommendations for academic libraries include:

- Create a top-level research guide geared toward GLBT-related topics and resources on the library’s Web site.
- Provide contact information in the GLBT research guide for the library staff member(s) with primary assignment for reference service and in-depth research assistance with GLBT topics and resources.
- Assign a selector for GLBT materials who is tasked to keep abreast of resources in the area of GLBT studies and purchase materials for the GLBT community on campus as budgets allow.
- Investigate and subscribe to GLBT-related databases and information sources as budgets allow.
- Partner with campus GLBT organizations to acquire information and resources for the library or to place collections housed at campus GLBT centers available in the library’s catalog or through lists on the library’s Web site.
- Highlight GLBT related collections and resources on the library’s Web site, newsletter, and other institution communications to the campus community at large.
- Perform an assessment of GLBT students, faculty, and staff information and resource needs and create a plan for meeting these needs.
- Include the GLBT community in wider diversity initiatives including programming and services.

**CONCLUSION**

Academic libraries have an important role to play in creating a welcoming and GLBT-friendly campus environment for the GLBT community. Libraries provide access to information on GLBT-related topics, provide services and programming geared toward the GLBT community, and contribute to the overall campus climate toward GLBT persons. Many parent institutions of these libraries have demonstrated their commitment to GLBT issues as evidenced by the results of the LGBT-Friendly Campus Climate Index, yet the libraries on these campuses appear to lag behind in providing information and support for this community. Although a positive relationship was shown between campus climate toward GLBT persons and the Web-based GLBT-related materials at academic libraries, there is more to be done in this area. GLBT students are a growing and vital segment of the campus community, and in order for their information and research needs to be met, academic libraries must take positive steps to support and inform them.

**APPENDIX A. VARIABLES AND DEFINITIONS**

<table>
<thead>
<tr>
<th>Variables Identified for Exploration</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCI</td>
<td>Institution’s score on LGBT Friendly Campus Climate Index</td>
</tr>
<tr>
<td>GUIDE</td>
<td>Evidence of GLBT Reference Guide on Library Web Site</td>
</tr>
<tr>
<td>CONTACT</td>
<td>Evidence of GLBT Selector or Contact on Library Web Site</td>
</tr>
<tr>
<td>DB</td>
<td>Evidence of Subscription to GLBT Life Database on Library Web Site</td>
</tr>
<tr>
<td>COMP</td>
<td>Cumulative value of GUIDE, CONTACT, and DB variables</td>
</tr>
</tbody>
</table>

**Control Variables**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG</td>
<td>Institution’s Geographical Location based on Region</td>
<td></td>
</tr>
<tr>
<td>RELIG</td>
<td>Is the Institution Religiously Affiliated?</td>
<td></td>
</tr>
<tr>
<td>URBAN</td>
<td>Is the Institution in an Urban Area?</td>
<td></td>
</tr>
</tbody>
</table>

**Geographic Regions Based on State**

<table>
<thead>
<tr>
<th>Region</th>
<th>States Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
<td>CT, DC, DE, MA, ME, MD, NH, NJ, NY, PA, RI, VT</td>
</tr>
<tr>
<td>Midwest</td>
<td>IA, IL, IN, KS, MI, MN, MO, NE, ND, OH, OK, SD, WI</td>
</tr>
<tr>
<td>South</td>
<td>AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, TX, VA, WV</td>
</tr>
<tr>
<td>West</td>
<td>AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY</td>
</tr>
</tbody>
</table>

**Campus Settings**

<table>
<thead>
<tr>
<th>Campus Setting in Campus Climate Index</th>
<th>Urban or Non-Urban Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Urban City</td>
<td>Urban Setting (URBAN=1)</td>
</tr>
<tr>
<td>Medium City</td>
<td>Urban Setting (URBAN=1)</td>
</tr>
<tr>
<td>Small City</td>
<td>Non-Urban Setting (URBAN=0)</td>
</tr>
<tr>
<td>Very Small Town</td>
<td>Non-Urban Setting (URBAN=0)</td>
</tr>
<tr>
<td>Rural Community</td>
<td>Non-Urban Setting (URBAN=0)</td>
</tr>
</tbody>
</table>

**NOTES AND REFERENCES**

3. Ibid, p. 34.
4. Ibid, p. 34.
10. Angie Manfredi, “Accept the Universal Freak Show”, Young Adult Library Services 7 (Summer 2009): 26–31.