EQUAL ACCESS:

THE DEMOGRAPHICS, INFORMATION SEEKING BEHAVIOR, AND INFORMATION

NEEDS OF TRANSGENDER INDIVIDUALS AND THEIR RECOMMENDATIONS FOR

LIBRARIAN FACILITATED EQUAL ACCESS

By

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A Special Project Submitted to the School of Graduate

Studies in Partial Fulfillment of the Requirements for the

Degree of Master of Library Science

Southern Connecticut State University

New Haven, Connecticut

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* For the entirety of this proposal, I will utilize singular-they pronouns "they," "them," and "their" to describe a singular transgender individual rather than the APA's recommended "he/she," "him/her," and "his/her" out of respect to transgender individuals who do not identify their gender as binary.

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Special Project Proposal Signature Sheet

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Title of Special Project: Equal Access: The Demographics, Information Seeking Behavior, and Information Needs of Transgender Individuals and their Recommendations for Librarian Facilitated Equal Access

Anticipated date of completion of Special Project Report: December 2014 _____

The standard style manual to be used in writing Special Project Report: APA, 6th edition

Student's Statement: I recognize that once my committee, department chair, and Dean of the School of Graduate Studies approve my Special Project proposal, I am expected to complete the scholarly work described in the proposal in accordance with department and School of Graduate Studies requirements. I have consulted with my advisor regarding the procedure for obtaining appropriate ethical review and IRB or IACUC approval of my research. If my research involves human participants, I have attached a copy of my IRB approval or exemption letter. If my research involves vertebrate animal use, I have attached a copy of my IACUC approval.

_Aubri Drake_____   _____4/4/14_____
Student's Signature   Date

Advisor/Reader/Chairperson Statement: I have reviewed the enclosed Special Project Proposal and find it meets the standards of the discipline and the department for a Special Project Proposal.

_____._____   _____
Signature of Special Project Advisor   Date

_____._____   _____
Signature of Second Reader   Date

_____   _____
Signature of Department Chairperson   Date

____No IRB Required   __X_ IRB Approval letter attached: Protocol# _14-041_____

Introduction and Overview

Libraries are meant to be a place where all individuals can gain equitable access to the information they seek (ALA, 2008a). Librarians have a professional obligation to provide all members of their community with equal access, regardless of sex, gender identity, gender expression, or sexual orientation (ALA, 2008b). To properly facilitate this access, librarians need to be aware of the special needs of the various subgroups they might serve. They must strive to remove all possible barriers preventing equal access and create a welcoming environment for each individual. While many subgroups are well defined and commonly recognized, transgender individuals are frequently overlooked and misunderstood by society as a whole. Library resources for and concerning the transgender community are scarce and few research studies examine the unique information needs of this population. This study seeks to add to the growing body of research on the demographics of transgender individuals as well as provide practical suggestions for libraries to better welcome and assist transgender individuals.

For this study, I will survey transgender individuals about their demographics, information seeking behavior, information deficits, library use, and solicit suggestions to increase their library usage. Both qualitative and quantitative data will be collected. Based on the relatively small percentage of transgender individuals in the general population, potential study participants will be obtained through convenience and snowball sampling. Data will be collected over a four month period to allow for optimal saturation of social networks. Analysis of the sample will include descriptive statistics, comparison of the participants' demographics with the general US population, and extraction of themes from qualitative responses.

Significance and Relevance

While there are many resources and studies aimed to address the needs of LGBT (lesbian, gay, bisexual, and transgender) library users, most studies have focused exclusively on gay, lesbian, and occasionally bisexual individuals despite the presence of transgender individuals in the acronym. Libraries and library professionals need to continue to strive to gain an understanding of transgender individuals' information needs, especially since research shows that transgender people have unique needs which differ from LGB individuals[1] and they experience substantial barriers to obtaining quality library service (Beiriger & Jackson, 2007; Taylor, 2002; Thompson, 2012).

In order to better serve transgender individuals, library professionals need information relating to transgender individuals' basic demographics; information seeking behavior, needs, and deficits; and input from transgender individuals on ways libraries can help them feel more comfortable utilizing library services.

Literature review

A transgender person is broadly defined as someone who identifies their gender as different from the gender they were designated at birth (Coleman et al., 2011). This can include transgender women, transgender men, genderqueer individuals, and people with other identities. Many transgender individuals experience gender dysphoria which is distress caused by a discrepancy between a person's gender identity and the gender designated at birth (and the associated gender roles and/or primary and secondary sex characteristics) (Coleman et al., 2011). Many transgender people transition to a different gender than they were designated at birth. Transition can include change in gender role and expression, psychotherapy to facilitate identity integration, hormone therapy, and surgeries (Coleman et al., 2011). Transition is a process

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[1] Transgender people can identify as heterosexual/straight as well as LGB so they may belong to both groups.

spanning many years and should be viewed as a continuum rather than set stages, which is in direct contrast to the stages of coming out for LGB individuals (Beiriger & Jackson, 2007; Garner, 2000; Taylor, 2002; Thompson, 2012).

Conservative estimates indicate transgender individuals comprise approximately 0.3% (~700,000) of the US population (Gates, 2011) yet they experience discrimination, violence, incarceration, homelessness, and unemployment at vastly higher rates than the general US population (Grant et al., 2011). In 2011, the results of the first nationally representative survey of over 6,400 transgender individuals were released and the statistics were staggering (Grant et al.). Ninety percent (90%) of transgender individuals reported harassment, mistreatment, or discrimination at their place of employment (Grant et al., 2011). Grant found twice the rate of unemployment for transgender individuals compared to the general population; however, rates were four times higher among transgender people of color (2011). Transgender individuals were four times more likely to live in extreme poverty (household income of less than $10,000 a year) compared to the general population (Grant et al., 2011).

Fifty-three percent (53%) reported being verbally harassed or disrespected in a place of public accommodation such as hotels, restaurants, buses, and government agencies (Grant et al., 2011). One-fifth (19%) reported being homeless at some point in their lives because of their gender identity/expression; 2% were currently homeless which is twice the rate of the general population (Grant et al., 2011). Seven percent (7%) of the study's sample reported arrest strictly due to police bias against their gender identity/expression; however, these rates were much higher for transgender people of color - 41% for black individuals, 21% for Latino individuals (Grant et al., 2011).

In a K-12th grade setting, high levels of harassment (78%), physical assault (35%), and sexual violence (12%) were reported, leading one-sixth (15%) of transgender individuals to leave school (Grant et al., 2011). Despite high levels of discrimination and violence in school, many transgender individuals returned to school later in life with 22% of those between 25-44 years old currently enrolled in school compared with 7% of the general population (Grant et al., 2011). Transgender individuals also have higher educational attainment with 47% reported a college or graduate degree compared with 27% of the general population (Grant et al., 2011).

The transgender community is a vulnerable group that has complex information needs. However, their unique needs have not been frequently studied, understood, or accommodated. This lack of research is often attributed to the invisibility of transgender individuals as a population; invisible populations are notably difficult to locate and engage in research studies (Beiriger & Jackson, 2007; Taylor, 2002; Thompson, 2012).

Transgender individuals' needs often change over time; their needs can include questions about legal rights, finding a competent healthcare provider, name and gender marker changes on various legal documents, and physical effects of hormone therapy (Taylor, 2002; Thompson, 2012). Because of the nature of the information being sought, information resources must be both authoritative and current. Libraries often fail to meet transgender patrons' informational needs because of outdated, lacking, or missing materials (Garner, 2000).

In a comprehensive bibliographic essay, Thompson found only two studies examining transgender individuals in relation to libraries and specific information needs and they "represent very specific and relatively small sample sizes" (2012, pg. 5). The author noted that while there are substantial gaps in the literature, the limited literature shows that transgender individuals have specific and often overlooked information seeking behavior and needs (Thompson, 2012).

This study seeks to address some of the gaps in the literature.

Methodology

Subjects

This study will be composed of participants who identify themselves to be 18 years or older and transgender. For the purpose of this study, a transgender identity is defined as those who identify as a different gender than they were designated at birth. The study requirements are purposefully broad to include as many transgender individuals as possible, given the small percentage of transgender individuals within the general population.

Survey Instruments

Each subject enrolled in the study will complete a survey (Appendix A). The survey should take approximately 20 minutes to complete. There are a total of 41 questions with an additional 19 subquestions all pertaining to demographics, information seeking behavior and needs, and endorsement of library changes to increase accessibility. The consent cover letter will be included as the first page of the survey (see Appendix A). Participation will be anonymous as no identifying information will be collected.

Procedure

The survey link will be distributed at two transgender conferences in the Northeast as well as through various transgender groups on Tumblr and Facebook, email listservs, and other digital social networks with permission. A form letter requesting permission has been created, addressed directly to webmasters and group leaders (Appendix B). A flyer has been created to advertise the study as well as dispense the survey link to potential participants (Appendix C). Computer stations for data collection may be offered at one of the conferences depending on internet availability. The survey items will be entered into SurveyGizmo for online data collection. The survey link will be available online for four months to allow for full saturation of

participants' social networks. Study participants will be encouraged to share the survey link with anyone they know who might be interested.

The study's methods and materials have been reviewed by the SCSU Institutional Review Board and deemed to be exempt (Appendix D).

Project Results

This research may benefit transgender individuals as well as library professionals. For libraries, the increased understanding of transgender individuals' information needs could help them tailor their collection and services to better serve the transgender population. For transgender individuals, the changes made by libraries could facilitate better relationships, increase library usage, and decrease information deficits.

It is hoped this study will contribute to the small but growing body of research addressing the unique needs of transgender individuals. The final product of this special project will be a report suitable for submission to a journal for publication.

Conclusions and Recommendations

This study is designed to be accessible to all individuals who identify as transgender; not just those who identify as strictly male or female and have accessed medical transition or intend to in the future. This is in contrast to other studies done in the past (Beiriger & Jackson, 2007; Taylor, 2002; Thompson, 2012). By placing the survey exclusively online, it increases the study's reach and makes it easier for transgender people to maintain their privacy and anonymity. By making the study more easily accessible to all transgender people, it increases the chance of the study achieving a statistically representative sample.

The study's survey questions and advertising materials were reviewed for cultural competence prior to IRB approval by three qualified individuals with extensive experience in

transgender studies and studies of other minority groups. The survey questions were adapted based on their feedback to increase the survey's reliability and validity.

      The study sample should be larger than any other studies previously done regarding transgender individuals and their information seeking behavior and needs. This will allow for more complex statistical analyses. It is anticipated the study will have a large enough sample size with variety of responses to create subgroups within the study's participants. Data analysis of subgroups could show differences within the study's participants. This could draw attention to the heterogeneity of transgender individuals and provide librarians information about the information needs of different subgroups.

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Appendices

Appendix A
Consent Information Sheet and Study Survey

Equal Access: The demographics and information seeking behavior and needs of transgender individuals and their recommendations for how librarians can facilitate equal access

Primary researcher: Aubri Drake, Information and Library Science graduate student at Southern Connecticut State University; (860) 262-2188 or drakea2@owls.southernct.edu.

Purpose: You are invited to participate in a research study (IRB #14-041). The purpose of this study is to gain better understanding of transgender individuals' demographics and information needs. We anticipate providing librarians with this information so they can make libraries more comfortable for transgender individuals and provide better service to the diverse transgender community.

Risks and Inconveniences: There are no physical risks connected to this study. It is possible that if someone sees you completing this survey, they may think you are transgender. To avoid this, you could wait until you are in a private place to do this survey. It is possible that some of the items in the survey may make you feel uncomfortable. If you feel uncomfortable with any questions, you may choose to not answer them or stop taking the survey.

Benefits: This study was not designed to benefit you directly. However, what is learned from this study may help libraries better serve transgender individuals and may encourage future studies focused on transgender individuals.

Compensation: You will not receive any monetary compensation for participating in this study.

Voluntary participation: Your participation is entirely voluntary. You may refuse to participate in this research without any negative consequences. If you participate in this research, you may at any time and for any reason stop participating with no negative consequences.

Confidentiality: All information obtained from you will be confidential. Your privacy will be protected at all times. The survey will not be linked to you and does not ask any identifying information. The survey tool will not collect your IP address. You will not be identified individually in any way as a result of your participation in this research. However, the data collected may be used as part of publications and papers related to transgender individuals, library services, and information needs. If you provide answers to open-ended questions (e.g. if you used a library for transgender-related research, questions, or support, what was your experience?), direct quotes may be used as part of publications but will not be connected to you.

Before you click "continue," please take as much time as necessary to decide if you wish to participate. If you have further questions, you may contact Aubri Drake at (860) 262-2188 or drakea2@owls.southernct.edu. If you have questions regarding your rights as a research participant you may contact the SCSU Institutional Review Board at (203) 392-5243.

Equal Access study survey

1. Age

☐ 18-19	☐ 50-54
☐ 20-24	☐ 55-59
☐ 25-29	☐ 60-64
☐ 30-34	☐ 65-69
☐ 35-39	☐ 70-74
☐ 40-44	☐ 75-79
☐ 45-49	☐ 80-84
☐ 50-54	☐ 85 and over

2. **State of current residence** *(select one)*

Alabama	Maryland	Rhode Island
Alaska	Massachusetts	South Carolina
Arizona	Michigan	South Dakota
Arkansas	Minnesota	Tennessee
California	Mississippi	Texas
Colorado	Missouri	Utah
Connecticut	Montana	Vermont
Delaware	Nebraska	Virginia
Florida	Nevada	Washington
Georgia	New Hampshire	West Virginia
Hawaii	New Jersey	Wisconsin
Idaho	New Mexico	Wyoming
Illinois	New York	American Samoa
Indiana	North Carolina	Guam
Iowa	North Dakota	Northern Mariana Islands
Kansas	Ohio	Puerto Rico
Kentucky	Oklahoma	US Virgin Islands
Louisiana	Oregon	
Maine	Pennsylvania	

Tribal/native lands: _____

Other: _____

3. Education attainment

☐ Less than 9th grade	☐ Associate's degree

☐9th-12th grade no diploma	☐Bachelor's degree
☐High school graduate (includes equivalency)	☐Graduate or professional degree
☐Some college no degree	

4. Current school enrollment
☐not enrolled
☐elementary school grades 1-8
☐high school grades 9-12 (includes continuing adult education)
☐college
☐graduate school

5. Race/ethnicity *(select all that apply)*
☐Black or African American
☐Latin American or Hispanic
☐White or European American
☐Asian
☐American Indian or Alaskan Native
☐Native Hawaiian or Pacific Islander
☐Other: _____

6. Language *(select primary, secondary, and NA for each)*

English	☐*Primary language*	☐*Secondary language*	☐*NA*
Spanish	☐*Primary language*	☐*Secondary language*	☐*NA*
Chinese	☐*Primary language*	☐*Secondary language*	☐*NA*
other - write in	☐*Primary language*	☐*Secondary language*	☐*NA*

If other language, please indicate: _____

7. Employment status *(select all that apply)*
☐unemployed
☐employed part time
☐employed full time
☐employed multiple part time
☐unable to work
☐student
☐retired

8. **Yearly household income**
☐ less than $10,000
☐ $10,000-14,999
☐ $15,000-24,999
☐ $25,000-34,000
☐ $35,000-49,999
☐ $50,000-74,999
☐ $75,000-99,999
☐ $100,000-149,000
☐ $150,000-199,999
☐ $200,000 or more

9. Gender designated at birth
☐ Male
☐ Female
☐ Intersex

10. **Gender identity now** (*select all that apply*)
☐ Male
☐ Female
☐ Female-to-male(FTM)/transgender male/trans man
☐ Male-to-female(MTF)/transgender female/trans woman
☐ Genderqueer or non-binary
☐ Gender fluid
☐ Two Spirit
☐ Other: _____

11. Transition process (*select answer for each category*)

	yes, in future	*yes, in process*	*yes, complete*	*not desired*	*doesn't apply*
social transition[2]	☐	☐	☐	☐	☐
hormones	☐	☐	☐	☐	☐
top surgery	☐	☐	☐	☐	☐
bottom surgery	☐	☐	☐	☐	☐
other surgeries	☐	☐	☐	☐	☐

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[2] Social transition can be different for each person but might include changing your name, pronouns, clothes, hair, etc

12. Based on your current gender identity, do you think of yourself as: *(select all that apply)*

☐ lesbian
☐ gay
☐ homosexual
☐ man who has sex with men
☐ woman who has sex with women
☐ same gender loving
☐ straight or heterosexual
☐ bisexual
☐ pansexual
☐ asexual
☐ other: _____
☐ don't know

13. Relationship status

☐ single
☐ partnered
☐ married
☐ divorced
☐ widowed

14. **Relationship orientation** *(select all that apply)*

☐ monogamous
☐ non-monogamous
☐ polyamorous
☐ swinger
☐ open relationships
☐ other: _____

15. When you have questions about physical health and well-being, where do you go first? *(pick three)*

☐ internet
☐ friends
☐ support groups
☐ public library
☐ hospital or medical library
☐ personal library
☐ doctor
☐ counselor or therapist
☐ family

☐ legal aid
☐ advocacy or political organization
☐ religious or spiritual organization
☐ other: _____

16. Why do you use these information sources instead of others? (*select all that apply*)
☐ convenience
☐ cost
☐ attitude of those you interact with
☐ up-to-date information
☐ other: _____

17. How often do you need information about physical health and well-being, but are unable to find it?
☐ never
☐ rarely
☐ sometimes
☐ very often
☐ always

18. When you have questions about mental/emotional health and well-being, where do you go first?
(*pick three*)
☐ internet
☐ friends
☐ support groups
☐ public library
☐ hospital or medical library
☐ personal library
☐ doctor
☐ counselor or therapist
☐ family
☐ legal aid
☐ advocacy or political organization
☐ religious or spiritual organization
☐ other: _____

19. Why do you use these information sources instead of others? (*select all that apply*)
☐ convenience
☐ cost
☐ attitude of those you interact with
☐ up-to-date information

☐ other: _____

20. How often do you need information about mental/emotional health and well-being, but are unable to find it?
☐ never
☐ rarely
☐ sometimes
☐ very often
☐ always

21. When you have questions about spiritual health and well-being, where do you go first? *(pick three)*
☐ internet
☐ friends
☐ support groups
☐ public library
☐ hospital or medical library
☐ personal library
☐ doctor
☐ counselor or therapist
☐ family
☐ legal aid
☐ advocacy or political organization
☐ religious or spiritual organization
☐ other: _____

22. Why do you use these information sources instead of others? *(select all that apply)*
☐ convenience
☐ cost
☐ attitude of those you interact with
☐ up-to-date information
☐ other: _____

23. How often do you need information about spiritual health and well-being, but are unable to find it?
☐ never
☐ rarely
☐ sometimes
☐ very often
☐ always

24. When you have questions about legal information about trans issues, where do you go first?
(pick three)

☐ internet
☐ friends
☐ support groups
☐ public library
☐ hospital or medical library
☐ personal library
☐ doctor
☐ counselor or therapist
☐ family
☐ legal aid
☐ advocacy or political organization
☐ religious or spiritual organization
☐ other: _____

25. Why do you use these information sources instead of others? (*select all that apply*)

☐ convenience
☐ cost
☐ attitude of those you interact with
☐ up-to-date information
☐ other: _____

26. How often do you need legal information about trans issues, but are unable to find it?

☐ never
☐ rarely
☐ sometimes
☐ very often
☐ always

27. When you have questions about medical/health information about trans issues, where do you go first? *(pick three)*

☐ internet
☐ friends
☐ support groups
☐ public library
☐ hospital or medical library
☐ personal library
☐ doctor
☐ counselor or therapist
☐ family

☐ legal aid
☐ advocacy or political organization
☐ religious or spiritual organization
☐ other: _____

28. Why do you use these information sources instead of others? (*select all that apply*)
☐ convenience
☐ cost
☐ attitude of those you interact with
☐ up-to-date information
☐ other: _____

29. How often do you need medical/health information about trans issues, but are unable to find it?
☐ never
☐ rarely
☐ sometimes
☐ very often
☐ always

30. When you have questions about advocacy/political information about trans issues, where do you go first? (*pick three*)
☐ internet
☐ friends
☐ support groups
☐ public library
☐ hospital or medical library
☐ personal library
☐ doctor
☐ counselor or therapist
☐ family
☐ legal aid
☐ advocacy or political organization
☐ religious or spiritual organization
☐ other: _____

31. Why do you use these information sources instead of others? (*select all that apply*)
☐ convenience
☐ cost
☐ attitude of those you interact with
☐ up-to-date information
☐ other: _____

32. How often do you need advocacy or political information about trans issues, but are unable to find it?

☐ never
☐ rarely
☐ sometimes
☐ very often
☐ always

33. When you have questions about general or other information about trans issues, where do you go first? *(pick three)*

☐ internet
☐ friends
☐ support groups
☐ public library
☐ hospital or medical library
☐ personal library
☐ doctor
☐ counselor or therapist
☐ family
☐ legal aid
☐ advocacy or political organization
☐ religious or spiritual organization
☐ other: _____

34. Why do you use these information sources instead of others? (*select all that apply*)

☐ convenience
☐ cost
☐ attitude of those you interact with
☐ up-to-date information
☐ other: _____

35. How often do you need general or other information about trans issues, but are unable to find it?

☐ never
☐ rarely
☐ sometimes
☐ very often
☐ always

36. In the past year, have you visited a library: (*select all that apply*)

☐ for internet use
☐ for leisure (borrowing books for recreational reading or viewing library materials for pleasure)
☐ for school/education/research
☐ for an event
☐ for transgender-related research, questions, or support
☐ other: _____

37. If you used a library for transgender-related research, questions, or support, what was your experience? If positive, what made it positive? If negative, what made it negative?
_____
_____
_____

38. If you used a library for transgender-related research, questions, or support, did you communicate with a reference librarian (in person, online, by phone, etc)? If so, what was your experience? If positive, what made it positive? If negative, what made it negative?
_____
_____
_____

39. If you haven't used a library for transgender-related research, questions, or support, why not?
_____
_____
_____

40. Libraries that have the following feel more safe and welcoming to me:

	Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
Gender identity and expression as part of their non-discrimination policy	SA	A	U	D	SD
Reference desk in private area	SA	A	U	D	SD
Special covers on the computer screens so others cannot observe your activities	SA	A	U	D	SD
Openly LGB/queer staff	SA	A	U	D	SD
Transgender themed displays and artwork	SA	A	U	D	SD

Gender neutral, single stall bathroom where you do not need to request a key	SA	A	U	D	SD
Left gender and title/salutation on library forms but allowed write-in/self-identification	SA	A	U	D	SD
Displaying LGB, queer, and/or transgender "safe space" designation	SA	A	U	D	SD
Openly transgender staff	SA	A	U	D	SD
LGB/queer themed displays and artwork	SA	A	U	D	SD
Recent LGB/queer literature in the collection	SA	A	U	D	SD
Transgender themed events	SA	A	U	D	SD
An established remote process for name change (i.e. online, by fax, by mail)	SA	A	U	D	SD
Recent transgender literature in the collection	SA	A	U	D	SD
An established in-person process for name change	SA	A	U	D	SD
LGB/queer themed events	SA	A	U	D	SD
Removed gender and title/salutation on library forms	SA	A	U	D	SD
Reference assistance offered via Internet	SA	A	U	D	SD
Removed use of Mr/Ms in all library communications (i.e. overdue notices)	SA	A	U	D	SD
Self-checkout stations	SA	A	U	D	SD

41. Do you have any other suggestions or recommendations for changes libraries could make to help you feel more welcome and safe?

_____
_____
_____

Appendix B
Form Letter

Dear [name/title],

I am a Master's of Library Science candidate at Southern Connecticut State University. As part of my studies, I'm required to create and complete a research study.

As a transgender individual, I have a strong interest in adding to the small body of research focused on the needs of transgender individuals. I'm contacting you because of your ties to the transgender community. I would be honored if you could help me reach a diverse sample of trans individuals. Your participation will help make this study a success.

My research is comprised of a survey that examines transgender individuals' unique information seeking behavior and needs. It was reviewed and approved by Southern Connecticut State University's Institutional Review Board (#14-041) to ensure the study would be done in an ethical manner. General demographic information is collected along with questions about information seeking behavior and needs. The survey aims to include anyone who is 18 years or older and identifies as transgender. It also incorporates space for visibility of many intersecting identities. All survey responses are anonymous; data will also be pooled together before analysis and reporting.

I've attached a copy of the study's announcement flyer. I would really appreciate it if you would share this flyer and survey link with anyone you know who might be interested!
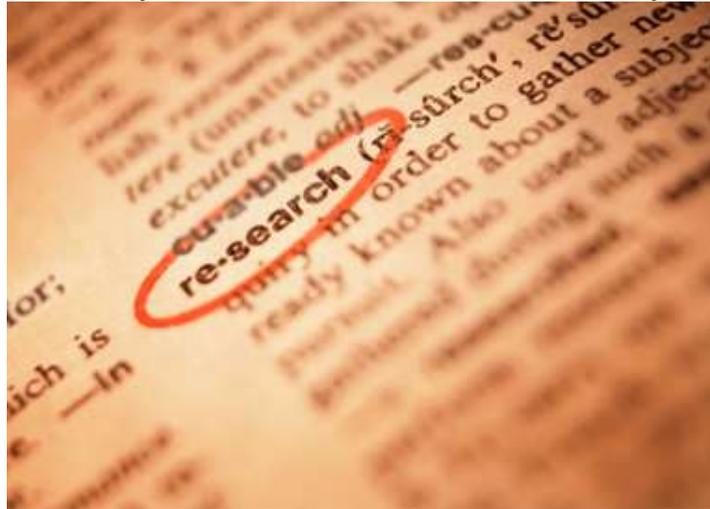
Thank you for your help!

Regards,
Aubri Drake

Appendix C
Study Flyer

Are you 18+ years old and identify as transgender[1]?

If so, you are invited to take a survey!

This study asks about transgender individuals' unique information needs and ways you look for that information. All survey responses are anonymous. There will be no way for the researcher to identify you as your computer's IP address will not be recorded.

To participate, please visit
[survey URL]
to complete the online survey. Please feel free to share this link with any other trans individuals you know who might be interested!

This study's researcher, Aubri Drake, is a graduate student pursuing their Master's in Library Science at Southern Connecticut State University. They are a transgender individual who identifies as genderqueer, non-binary trans, and trans masculine. They are also white and middle class. Any questions or comments regarding this study can be addressed to the researcher at drakea2@owls.southernct.edu.

[1]those who do not identify as the gender they were designated at birth including but not limited to - trans women, trans men, women and men with transgender experience, gender non-conforming individuals, non-binary transgender individuals, genderqueer individuals, trans feminine individuals, trans masculine individuals, Two-Spirit individuals, neutrois individuals, androgyne individuals, trans identified intersex individuals, and many more

Appendix D
IRB Approval Letter

Southern Connecticut State University

SC SU SCHOOL OF GRADUATE STUDIES

Date: 3/10/14

Attn: Mr. Aubri Drake
35 Midway Dr.
Cromwell, CT 06416

CC: Dr. Mary Brown, Information and Library Science

Re: Protocol Review

Protocol Title: Equal access: Exploratory research into the demographics and information-seeking behavior needs of transgender individuals and participatory suggestions on how librarians can better facilitate equal access

Protocol Number: 14-041   Department: Information and Library Science

Dear Mr. Drake,

Your protocol has been examined and is considered exempt from continuing IRB review. If during the conduct of your research any changes occur related to participant risk, study design, confidentiality or consent if applicable, data collection must cease and the IRB must be notified immediately so that appropriate review of the changes may be accomplished.

If you have submitted a consent document and it has not been returned with this letter, it does not require IRB date stamping. The use of your consent document in your research is strongly urged by the IRB.

Good luck with your research. If the IRB can be of any assistance please do not hesitate to contact me directly. Please be sure to include your IRB number in any correspondence.

Sincerely,
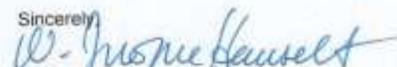
Dr. W. Jerome Hauselt, Chair
School of Graduate Studies
Voice: 203-392-5243; FAX 203-392-5221
Email: hauseltw1@southernct.edu.
(Revised: 7/2/09)

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Appendix E
NIH Certificate

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that Aubri Drake successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 01/10/2014

Certification Number: 1363269