

Examining Public Library Service to LGBTQ Communities for Health-related Information University of South Carolina Early Career Development Grant Proposal

The School of Library and Information Science (SLIS) at the University of South Carolina (USC) requests \$235,402 for a three-year Laura Bush 21st Century Early Career Development Grant to study how public libraries can meet the health-related information needs and practices of individuals within LGBTQ communities. This study adopts an information practices approach to understand the role of health-related information in the everyday lives of these groups. Appreciating this context is vital due to significant evidence that LGBTQ communities do not seek, share, value, etc., information in ways currently supported by cultural institutions, e.g., government, medicine, education (Morris & Hawkins, 2016). This project positions public libraries as community anchors that can understand the health-related information needs and practices of local LGBTQ communities and leverage their specialized knowledge to develop inclusive services, spaces, and collections. The South Carolina (SC) State and Richland Libraries will serve as project partners. The project addresses the following research questions:

RQ1. What are the health-related information needs and practices of LGBTQ communities?

RQ1.1 How do stigma, discrimination, and misinformation shape these needs and practices?

RQ1.2 What information sources (social, physical, textual) support these needs and practices?

RQ2. To what extent do public libraries meet the health-related information needs and practices of LGBTQ communities?

RQ2.1 How can public libraries leverage the expertise of LGBTQ communities to facilitate these needs and practices?

RQ2.2 What are the implications for other marginalized groups?

Semi-structured individual interviews with key stakeholders from LGBTQ organizations in SC will inform community forums between public librarians and these stakeholders. The process of developing and running these forums will be codified into a guidance document to be used by public libraries nationwide. This guidance document will be tested outside of SC. Focus group interviews with SC LGBTQ individuals will validate interview and forum findings.

Statement of Broad Need: LGBTQ people experience more difficulty accessing healthcare and health-related information than their heterosexual and cisgender counterparts (Ard & Makadon, 2012; National LGBT Health Education Center, 2016; Ward, Dahlhamer, Galinsky, & Joestl, 2014a). Limited health-related research on LGBTQ people exists, who are often (if not entirely) excluded from national demographic assessments, health studies, and clinical trials (Institute of Medicine, 2011). This lack of information also applies to local contexts where LGBTQ people may lack support and information from community-based resources like schools (Steinke et al., 2017). Even if LGBTQ people can physically access health-related information, they may avoid it due to experiences or expectations of stigma and discrimination (National LGBT Health Education Center, 2016). Another issue is misinformation. Focus groups with LGBTQ teens indicated that many prefer information from LGBTQ peers, trusting their expertise more than medical professionals and formal sources like medical textbooks. Using interpersonal sources can lead to the sharing and exchange of misinformation with the potential for adverse health-related outcomes if acted upon (Steinke et al., 2017). As a result of this limited access to healthcare and health-related information, LGBTQ people experience health disparities, which include higher rates of HIV and depression, and lower rates of preventative care (APA Public Interest Government Relations Office, 2013; Institute of Medicine, 2011; National LGBT Health Education Center, 2016). Public libraries have several characteristics that can position them as community anchors for meeting the health-related information needs and practices of LGBTQ communities. Public libraries provide social access to information restricted in other contexts (e.g., at home) due to social stigma or fear of reprisal. Additionally, they deliver physical access to those who lack economic or infrastructural support for desired information and bridge intellectual gaps to access by offering literacy training to evaluate information critically, mitigating the spread of misinformation (Burnett, Jaeger, & Thompson, 2008). They protect user privacy, providing private kiosks to check out materials, anonymizing user records, historically lobbying against section 215 of the Patriot Act, hosting digital privacy classes, and installing Tor browsers on their public computers, for example (American Library Association, n.d.; Glaser, 2015). Despite this potential, the Library and Information Science (LIS) field remains susceptible to “tunnel vision and blind spots” that ignore how “connections between power and knowledge affect issues of race, class, age, and gender, among others” (Wiegand, 1999, p. 24). Research can address such tunnel vision and blind spots by examining the role and potential roles public libraries play in the lives of LGBTQ people. Scant research exists on the topic of LGBTQ health (or LGBTQ issues in general) in LIS with most practitioner-based recommendations informed by anecdotal, rather than empirical evidence (Morris & Hawkins, 2016). An overarching

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finding from empirical studies is that LGBTQ people view libraries as disappointing if not irrelevant resources (Hamer, 2003; Kitzie, 2017). It is advisable for public libraries to adjust their approaches to services, collections, and spaces for LGBTQ communities to view them as relevant. This project will inform this adjustment by obtaining input from LGBTQ communities about their health-related information needs and practices, and perceptions of libraries in meeting these needs and practices. Soliciting this information from LGBTQ communities rather than imposing prescriptive services, collections, and spaces on them can assist in mitigating existing stigma and discrimination within public libraries toward these communities while leveraging the skills of librarians to counter misinformation.

Project Design: The study PI is Vanessa Kitzie, a SLIS Assistant Professor at USC. This project extends her dissertation research examining the information practices of LGBTQ communities (Kitzie, 2017). She will refine this focus to explore the health-related information practices of LGBTQ communities through semi-structured interviews, community forums, and focus groups. All participants will be 18 or older. The PI will recruit 20-30 SC LGBTQ community leaders using purposive and snowball sampling. Project mentor Laura Hein (USC, College of Nursing) will assist in recruitment. A graduate research assistant (RA) will help conduct interviews. Findings will inform two to three SC community forums, which the PI will run at the Richland Library. These forums will facilitate dialog between librarians and LGBTQ community stakeholders regarding health-related information needs and practices not being met by libraries and how they can modify collections, spaces, and services to accommodate them. The forums' structure will highlight how SC libraries may perpetuate stigma and discrimination, and how libraries can do more to address these issues. Forums will also explore how libraries can address misinformation as defined and contextualized within LGBTQ communities. The RA will attend the forums and take detailed notes. The SC State Library will document the process for running forums as a guidance document. The PI will test the applicability of the guidance document at two to three public libraries outside SC and work with the State Library to revise the document. The State Library will distribute this document to public libraries nationwide for use in their communities. With RA assistance, the PI will run six in-person focus groups with 8-12 LGBTQ participants each to validate findings from semi-structured interviews and forums. She will use a combination of snowball (i.e., recommendations from community stakeholders) and purposive sampling, the latter to obtain perspectives from underrepresented identity categories. The PI will audio-record and transcribe all three data sources verbatim, importing them into NVivo for qualitative analysis using an emic/etic coding scheme (Miles & Huberman, 1994) where she will apply high-level deductive, etic codes informed by the information practices theoretical framework used in her dissertation (Kitzie, 2017). The PI will develop the initial coding scheme, then work with the RA to refine the scheme by nesting low-level, inductive emic codes that emerge from participant accounts under etic ones. In addition to the project partners, mentors, and RA mentioned, Marie L. Radford (Rutgers University), Lynn S. Connaway (OCLC), and David Lankes (USC) will serve as mentors and consult on project management, data collection, and analysis.

Diversity Plan: A significant gap in existing health research on LGBTQ communities concerns a lack of diverse samples. Current research disproportionately focuses on gay men and lesbians, and little research examines intersectionality, particularly race and ethnicity (Institute of Medicine, 2011). This project seeks to purposively identify and sample LGBTQ individuals from underrepresented sexual, gender, racial, and ethnic categories, namely people of color, and transgender and bisexual individuals. By collecting data in SC, this project captures perspectives of LGBTQ rural communities, whose information needs and practices may differ from their urban counterparts.

Broad Impact: The project aligns with the lifelong learning (objectives 1, 3), build capacity (objective 4), and increase access (objective 3) goals identified in the IMLS 2018-2022 strategic plan (IMLS, 2018). The PI will publicize research outcomes in conference presentations (e.g., ASIS&T, iConference, ALA, ALISE) and scholarly publications (e.g., JASIS&T, Journal of Documentation, Library Quarterly). The PI will collaborate with Laura Hein to disseminate relevant findings in health-related venues. An open access version of the research findings, data collection and analysis materials, and the guidance document created from community forums will be made available on a public website hosted by USC. The project's approach to data collection and analysis has applicability to other marginalized groups and will inform future research on how public libraries can serve as community anchors for these groups.

Budget Summary: The estimated budget for this project is \$235,402. This includes \$63,037 for three years of PI summer support; \$75,894 for three years of RA support; \$29,670 for travel to domestic sites for data collection and research dissemination (includes RA travel); \$11,650 for participant incentives and travel; \$1,956 for community forum food costs; \$2,400 for rentals of LGBTQ centers for focus groups; \$5,103 for transcription costs; and \$2,000 for participant recruitment via social media ads. Total project costs are \$191,710. Indirect costs are assessed at a rate of 46.5% for a total of \$43,692.

APPLICATION FOR FEDERAL DOMESTIC ASSISTANCE - Short Organizational	
* 1. NAME OF FEDERAL AGENCY: Institute of Museum and Library Services	
2. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 45.313	
CFDA TITLE: Laura Bush 21st Century Librarian Program	
* 3. DATE RECEIVED: 01/26/2018	SYSTEM USE ONLY
* 4. FUNDING OPPORTUNITY NUMBER: LB21-FY18-2	
* TITLE: Laura Bush 21st Century Librarian Program	
5. APPLICANT INFORMATION	
* a. Legal Name: University of South Carolina	
b. Address:	
* Street1: 1600 Hampton Street, Suite 414	Street2:
* City: Columbia	County/Parish: Richland
* State: SC: South Carolina	Province:
* Country: USA: UNITED STATES	* Zip/Postal Code: 29208-0001
c. Web Address: http:// http://www.sc.edu/	
* d. Type of Applicant: Select Applicant Type Code(s): X: Other (specify) Type of Applicant: Type of Applicant: * Other (specify): University Affiliated Nonprofi	* e. Employer/Taxpayer Identification Number (EIN/TIN): 57-6001153 * f. Organizational DUNS: 0413878460000 * g. Congressional District of Applicant: SC-006
6. PROJECT INFORMATION	
* a. Project Title: Examining Public Library Service to LGBTQ Communities for Health-related Information University of South Carolina Early Career Development Grant Proposal	
* b. Project Description: The School of Library and Information Science at the University of South Carolina requests \$235,402 for a three-year Laura Bush 21st Century Early Career Development Grant to study how public libraries can meet the health-related information needs and practices of individuals within LGBTQ communities. South Carolina (SC) State and Richland Libraries will serve as project partners. Semi-structured individual interviews with key stakeholders from LGBTQ organizations in SC will inform community forums between public librarians and these stakeholders. The process of developing and running these forums will be codified into a guidance document to be used by public libraries nationwide. This guidance document will be tested in two to three public libraries outside of SC. Focus group interviews with SC LGBTQ individuals will validate individual interview and forum findings.	
c. Proposed Project: * Start Date: 10/01/2018 * End Date: 09/30/2021	

APPLICATION FOR FEDERAL DOMESTIC ASSISTANCE - Short Organizational

7. PROJECT DIRECTOR

Prefix: Dr.	* First Name: Vanessa	Middle Name: Lynn
* Last Name: Kitzie	Suffix: 	
* Title: Assistant Professor	* Email: kitzie@mailbox.sc.edu	
* Telephone Number: 803-777-1136	Fax Number: 	
* Street1: School of Library & Information Science Davis College	Street2: 1501 Greene Street	
* City: Columbia	County/Parish: Richland	
* State: SC: South Carolina	Province: 	
* Country: USA: UNITED STATES	* Zip/Postal Code: 29208-4014	

8. PRIMARY CONTACT/GRANTS ADMINISTRATOR

<input type="checkbox"/> Same as Project Director (skip to item 9):		
Prefix: Ms.	* First Name: Nida	Middle Name:
* Last Name: Reid-Williamson	Suffix: 	
* Title: Sponsored Programs Administrator	* Email: reidwill@mailbox.sc.edu	
* Telephone Number: 803-777-7093	Fax Number: 803-777-4136	
* Street1: 1600 Hampton Street, Suite 414	Street2: 	
* City: Columbia	County/Parish: Richland	
* State: SC: South Carolina	Province: 	
* Country: USA: UNITED STATES	* Zip/Postal Code: 29208-0001	

APPLICATION FOR FEDERAL DOMESTIC ASSISTANCE - Short Organizational

9. * By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties (U.S. Code, Title 218, Section 1001)

** I Agree

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

AUTHORIZED REPRESENTATIVE

Prefix: Ms.	* First Name: Nida	Middle Name:
* Last Name: Reid-Williamson	Suffix:	
* Title: Sponsored Programs Administrator	* Email: reidwill@mailbox.sc.edu	
* Telephone Number: 803-777-7093	Fax Number: 803-777-4136	
* Signature of Authorized Representative: Nida Reid-Williamson	* Date Signed: 01/26/2018	

IMLS PROGRAM INFORMATION SHEET

PLEASE NOTE: Information contained within this form may be made publicly available.

1. Applicant Information

a. Legal Name as it appears in SAM.gov (5a from SF424S):

University of South Carolina

b. Organizational D-U-N-S® Number (5f from SF-424S):

0 4 1 3 8 7 8 4 6

c. Expiration date of your SAM.gov registration

03/21/2018

d. Organizational Unit Name (if different from Legal Name):

School of Library & Information Science

e. Organizational Unit Address (if different from Legal Name address)

Street 1

1501 Greene Street

Street 2

City

Columbia

County

Richland

State

South Carolina

Zip+4/Postal Code

2 9 2 0 8 - 4 0 1 4

f. Organizational Unit Type (check one):

- | | | |
|---|--|---|
| <input type="radio"/> Academic Library | <input type="radio"/> Library Association | <input type="radio"/> School Library or School District applying on behalf of a School Library or Libraries |
| <input type="radio"/> Aquarium | <input type="radio"/> Library Consortium | <input type="radio"/> Science/Technology Museum |
| <input type="radio"/> Arboretum/Botanical Garden | <input type="radio"/> Museum Library | <input type="radio"/> Special Library |
| <input type="radio"/> Art Museum | <input type="radio"/> Museum Services Organization/Association | <input type="radio"/> Specialized Museum** |
| <input type="radio"/> Children's/Youth Museum | <input type="radio"/> Native American Tribe/Alaska Native/Native Hawaiian Organization | <input type="radio"/> State Library |
| <input type="radio"/> Community College | <input type="radio"/> Natural History/Anthropology Museum | <input type="radio"/> State Museum Agency |
| <input type="radio"/> Digital Library | <input type="radio"/> Nature Center | <input type="radio"/> State Museum Library |
| <input type="radio"/> Four-year College | <input type="radio"/> Planetarium | <input type="radio"/> Zoo |
| <input type="radio"/> General Museum* | <input type="radio"/> Public Library | <input type="radio"/> Institution of higher education other than listed above |
| <input checked="" type="radio"/> Graduate School of Library and Information Science | <input type="radio"/> Research Library/Archives | <input type="radio"/> Other <input type="text"/> |
| <input type="radio"/> Historic House/Site | | |
| <input type="radio"/> Historically Black College or University (HBCU) | | |
| <input type="radio"/> History Museum | | |

* A museum with collections representing two or more disciplines equally (e.g., art and history)

** A museum with collections limited to one narrowly defined discipline (e.g., textiles, maritime, ethnic group)

IMLS PROGRAM INFORMATION SHEET

2. Organizational Financial Information

a. Please complete the following table for the Organizational Unit for the three most recently completed fiscal years.

Fiscal Year	Total Revenue*	Total Expenses**	Surplus or Deficit
2017	\$1,296,521,453	\$1,272,927,517	\$23,593,936
2016	\$1,236,543,468	\$1,190,427,388	\$46,116,080
2015	\$1,224,836,380	\$1,150,063,761	\$74,772,619

* For nonprofit tax filers, Total Revenue can be found on Line 12 of the IRS Form 990.

** For nonprofit tax filers, Total Expenses can be found on Line 18 of the IRS Form 990.

b. If you had a budget surplus or deficit greater than 10% of your annual operating budget for two or more of the three fiscal years listed above, please explain the circumstances of this surplus or deficit in the box below.

c. Were there any material weaknesses identified in your prior year's audit report?

Yes No Not applicable

A **material weakness** is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

If **yes**, please explain.

d. Has your organization had an A-133 audit in the past three years?

Yes No

IMLS PROGRAM INFORMATION SHEET

Refer to the Notice of Funding Opportunity for descriptions of these options and instructions for how to make selections.

3. Grant Program

a. Laura Bush 21st Century Librarian Program

1. Select one:

- Planning Grant
- National Forum Grant
- Project Grant
- Research Grant

2. Select one:

- Pre-professional
- Masters-level and Doctoral-level Programs
- Early Career Development
- Continuing Education

3. Select one

- Community Anchors
- National Digital Platform
- Curating Collections

b. National Leadership Grants for Libraries

1. Select one:

- Sparks Grant
- Planning Grant
- National Forum Grant
- Project Grant
- Research Grant

2. Select one:

- Community Anchors
- National Digital Platform
- Curating Collections

c. Native American/Native Hawaiian Library Services

1. Select one:

- Native American Basic Grant
- Native American Enhancement Grant
- Native Hawaiian Library Services

d. Museums for America

1. Select one:

- Learning Experiences
- Community Anchors
- Collections Stewardship

2. Select one:

- \$5,000–\$25,000 with no cost share permitted.
- \$25,001–\$250,000 with cost share required.

e. Museums Empowered (an MFA Special Initiative)

1. Select one:

- Digital Technology
- Diversity and Inclusion
- Evaluation
- Organizational Management

2. Select one:

- \$5,000–\$25,000 with no cost share permitted.
- \$25,001–\$250,000 with cost share required.

f. National Leadership Grants for Museums

1. Select one:

- Advancing Digital Assets and Capacity
- Collection Care and Access
- Diversity and Inclusion
- Professional Development

2. Select one:

- Non-research grant, \$50,000–\$1,000,000 with cost share required.
- Research grant, \$50,000–\$1,000,000 with no cost share required.
- Rapid prototyping grant, \$5,000–\$50,000 with no cost share required.

g. Museum Grants for African American History and Culture

1. Select one:

- \$5,000–\$25,000 with no cost share permitted.
- \$25,001–\$150,000 with cost share required.

h. Native American/Native Hawaiian Museum Services

4. Performance Goals

Select one of the following three IMLS agency-level goals: (a) Learning, (b) Community, or (c) Content and Collections. Then select at least one of the performance goals listed beneath it:

a. Learning

- Train and develop museum and library professionals
- Support communities of practice
- Develop and provide inclusive and accessible learning opportunities

b. Community

- Strengthen museums and libraries as essential partners in addressing the needs of their communities

c. Content and Collections

- Broaden access and expand use of the Nation's content and collections
- Improve management of the Nation's content and collections
- Improve preservation, conservation, and care of the Nation's content and collections

If you select a performance goal listed beneath Learning or Community for your project, please review in the NOFO the specific performance measure statement choices and the information you will be required to collect for each.

IMLS PROGRAM INFORMATION SHEET

5. Funding Request

a. IMLS funds requested: b. Cost share amount:

6. Population Served

Please select the target population(s) served by the proposed project:

- | | |
|---|---|
| <input type="checkbox"/> General Population | <input checked="" type="checkbox"/> Museum and/or Library Professionals |
| <input type="checkbox"/> Early Childhood/Preschool (0-5 years) | <input type="checkbox"/> Native Americans/Alaska Natives/Native Hawaiians |
| <input type="checkbox"/> Middle Childhood/Primary School (6-12 years) | <input type="checkbox"/> People with Mental or Physical Challenges/Disabilities |
| <input type="checkbox"/> Adolescents/High School (13-19 years) | <input type="checkbox"/> People Who Are Low Income/Economically Disadvantaged |
| <input checked="" type="checkbox"/> Adults | <input checked="" type="checkbox"/> Rural Populations |
| <input type="checkbox"/> Aging, Elderly, Senior Citizens (65+ years) | <input type="checkbox"/> Scholars/Researchers |
| <input type="checkbox"/> Ethnic or Racial Minority Populations other than Native Americans/Native Hawaiians | <input type="checkbox"/> Unemployed |
| <input type="checkbox"/> Families/Intergenerational | <input checked="" type="checkbox"/> Urban Populations |
| <input type="checkbox"/> Immigrants/Refugees | <input type="checkbox"/> Other |
| <input type="checkbox"/> Military Families | |

If other, please specify:

7. Museum Profile (Museum Applicants Only)

a. Is your institution organized on a permanent basis for essentially educational or aesthetic purposes, and is it **either** a private not-for-profit organization that has tax-exempt status under the Internal Revenue Code **or** a unit of state or local government? Yes No

b. Does your institution own or use tangible objects, either animate or inanimate? Yes No

c. Does your institution care for these objects? Yes No

d. Does your institution exhibit these objects to the general public at least 120 days a year through facilities your institution owns or operates? Yes No

e. Your institution's attendance for the 12-month period prior to the application

f. Year your institution was first open and exhibiting to the public:

g. Total number of days your institution was open to the public for the 12-month period prior to application:

h. Does your institution employ at least one professional staff member, or the full-time equivalent, whether paid or unpaid, who is primarily engaged in the acquisition, care, or exhibition to the public of tangible objects owned or used by your institution? Yes No

i. Number of full-time paid institution staff:

j. Number of full-time unpaid institution staff:

k. Number of part-time paid institution staff:

l. Number of part-time unpaid institution staff:

IMLS PROGRAM INFORMATION SHEET

8. Project Elements (Museums for America Only)

Your response to this question will help us match your application to reviewers with appropriate experience. Make your choice under the project category that you selected in Question 3 (Grant Program).

LEARNING EXPERIENCES

If you are applying in the Learning Experiences Project Category, select the **primary** element that is core to your proposed project from the list below (**check only one**):

- | | |
|---------------------------------------|---|
| <input type="radio"/> Adult Programs | <input type="radio"/> Interpretation |
| <input type="radio"/> Digital Media | <input type="radio"/> K-12 Programs, With Schools |
| <input type="radio"/> Early Learning | <input type="radio"/> K-12 Programs, Out of School |
| <input type="radio"/> Exhibitions | <input type="radio"/> Professional Development/Training |
| <input type="radio"/> Family Programs | <input type="radio"/> Public Programs |

COMMUNITY ANCHORS

If you are applying in the Community Anchors Project Category, select the **primary** element that is core to your proposed project from the list below (**check only one**):

- | | |
|---|--|
| <input type="radio"/> Audience Research and Evaluation | <input checked="" type="radio"/> Community Outreach/Audience Development |
| <input type="radio"/> Civic Engagement | <input type="radio"/> Digital Media |
| <input type="radio"/> Community-Driven Exhibitions and Programs | <input type="radio"/> Professional Development/Training |
| <input type="radio"/> Community-Focused Planning Activities | |

COLLECTIONS STEWARDSHIP

If you are applying in the Collections Stewardship Project Category, select the **primary** element that is core to your proposed project from the list below (**check only one**):

- | Access and Use | Collections Management | Conservation |
|---|---|--|
| <input type="radio"/> Database Management | <input type="radio"/> Cataloguing, Inventorying, Registration | <input type="radio"/> Conservation Environmental Improvement/Rehousing |
| <input type="radio"/> Digitization | <input type="radio"/> Collections Information Management | <input type="radio"/> Conservation Survey |
| <input type="radio"/> Software Applications | | <input type="radio"/> Conservation Treatment |
| <input type="radio"/> Website Development | <input type="radio"/> Collections Planning | <input type="radio"/> Professional Development/Training |

Please identify the material type(s) that will be affected by your project:

- | | |
|---|---|
| <input type="checkbox"/> Animals, living | <input type="checkbox"/> Photographic Materials |
| <input type="checkbox"/> Animals, preserved | <input type="checkbox"/> Plants, living |
| <input type="checkbox"/> Architecture | <input type="checkbox"/> Plants, preserved |
| <input type="checkbox"/> Books and Paper | <input type="checkbox"/> Sculpture |
| <input type="checkbox"/> Electronic Media | <input type="checkbox"/> Textiles |
| <input type="checkbox"/> Objects | <input type="checkbox"/> Wooden Artifacts |
| <input type="checkbox"/> Paintings | |