

ALISS Quarterly

Association of Librarians and Information professionals in the Social Sciences

Special issue: Becoming a CPD Hero

AGM Papers

Mentoring and CPD; CPD and the new professional

Exhibition Curation

10 steps to successful curation; Curating 'Queer Between the
Covers: Literature, Queerness and the Library'

Information Literacy

Open Access support for business PhD researchers at Imperial
College London

Disability

Disability higher education, libraries, teaching and learning
bibliography

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Editor: Heather Dawson

h.dawson@lse.ac.uk

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Heather Dawson

Editorial

Welcome to the latest edition of ALISS Quarterly. It has been published by ALISS (Association of Librarians and Information Professionals in the Social Sciences).

The special focus of a number of papers in this issue is CPD. The emphasis is upon self-development in innovative and economical ways!

It is based upon the 2018 ALISS AGM which was held in London in June 2018. This comprised three papers all of which can be accessed from our website at: <https://alissnet.com/aliss-agm-2018/>

Fran Porritt – Mentoring and CPD. Fran Porritt is the Academic Librarian, Social Sciences, Humanities and Law, Teesside University. She spoke about the benefits of cross-sectoral mentoring relationships and how this enhances your CPD activities, particularly with respect to the wider professional context. A write up is contained in this issue

Katie Moore – CPD for the new professional. Katie Moore is the Trainee Liaison Librarian for Modern Languages and Education at the University of Reading. She spoke about where newcomers to the profession (and those supporting them) can look out for and create opportunities for development. The paper is also available in this issue.

Jo Wood – Connecting Professionals Digitally.: Jo Wood manages a remote library and information service for social workers. She spoke about the podcast Librarians with Lives. Jo also became the chair of ALISS and the issue begins with her introduction which outlines her experience and how she sees the future role of ALISS developing.

Her conference paper focussed upon the development of the Librarians with Lives podcast <https://librarianswithlives.wordpress.com/>

Which is available free via itunes.<https://itunes.apple.com/nz/podcast/librarians-with-lives-podcast/id1279822486?mt=2>

It described how the podcast was developed and the ways in which it has benefited both Jo's and other information professional's CPDs. It originally arose in 2017 from experiences at a CILIP conference where her personal fascination with the career stories of other librarians led her to explore how she might create a platform where individuals could reflect on their careers and they could be shared with others. It really was an inspiring story of how research and individual effort made it possible to create a professional product. I was amazed to hear how from someone who was unaware of the full technicalities of podcasting she was able in a very short period of time to use her research skills to find out appropriate recording and editing software and to launch a service via Sound cloud which she publicised via social media such as LinkedIn and Twitter and was able to develop a following. It was very useful to see the actual process involved and hear her honesty in revealing the time, effort and learning involved. Including how she refined her skills to prepare certain questions in advance and to arrange the sessions outside her home responsibilities in order to maintain a work-life balance. Since its launch in 2017 there have been over 30 episodes. They have given her the opportunity to do a number of conference presentations including a networking workshop, CILIP careers day and CILIP conference. There have also been several publications in the Information

Professional and as an offshoot a number of fun groups have been started including the #Librarians running movement.

The participants themselves have also recognised the value of the interviews for self-reflection on their careers. A number have used them as a basis for redesigning their CVs to emphasise the career strengths they identified and spoke about during the discussions. As a listener to the podcasts I can also echo this as aside from a natural curiosity to learn more about colleagues! I have felt that it gave me insight into the needs of new professionals. On hearing the episodes featuring graduate trainees I identified more closely with the problems they faced entering the profession in the second decade of the 21st Century and wanted to try to see if ALISS could assist in any way with this process. In particular I was struck with how one had found it difficult and daunting to find the opportunity to prepare her first conference paper and as a result consulted with my other committee members on how we could use our ALISS AGM as a means to encourage people at this stage of their careers to come forward to present. ALISS is in many ways a non-threatening and supportive environment for this as it is relatively small and grass roots based but with a keen and professional audience! This resulted in Katie Moore's presentation to our 2018 AGM. I hope this strand of development will be promoted via ALISS in the future with an emphasis upon bringing forward and developing more new talent.

However, this issue does not simply contain the AGM papers the second section focuses upon how exhibition curation can develop the skills of librarians. Daniel Payne from the LSE Library shares his top tips for curating and Leila Kassir Research Librarian: British, US & Commonwealth Literature Senate House Library, University of London describes how she learnt from her experiences curating the Queer Between the Covers: Literature, Queerness and the Library exhibition which was held earlier in 2018.

Another established means for career development is information literacy. Rosemary Russell and Heather Lincoln of Imperial College London Library describe how they developed new innovative methods for supporting business PhD researchers. This article is thought-provoking in terms of its description of the research they did to investigate the need and the best ways of communicating with these types of library users and also in terms of the methods they used to design the new programme.

The final section includes our disability bibliography of recent articles and reports which is now being posted monthly on the ALISS website. <http://librarychampionsfordisabilityaccess.blogspot.co.uk..>

We hope you enjoy the issue.

Keep up to date with our website at <http://www.alissnet.com>. Note the new URL

And twitter channel http://twitter.com/aliss_info and by subscribing to our free electronic mailing list LIS_SOCIAL SCIENCE at <http://www.jiscmail.ac.uk/lists/LIS-SOCIALSCIENCE.html>.

Heather Dawson. ALISS Secretary h.dawson@lse.ac.uk

A message from the new Aliss Chairperson

I am delighted to have been elected Chair of the ALISS Committee. When Sally Patalong said she was considering stepping down after her successful stint as Chair and suggested I take her place I was extremely apprehensive. Sally has left some big shoes to fill and I will work very hard to ensure that her wonderful work continues. I am pleased to be supported by an excellent, dedicated group of committee members.

I have been on the ALISS Committee since 2014, when I was co-opted by Sally after attending that year's AGM. I felt the event was very-HE focused and as someone that manages a hybrid special/government/health/social care information service, the output did not embrace the wider information community that ALISS represents. ALISS events now feature at least one non-HE speaker.

I have always been impressed by the outputs from ALISS and the benefits to members. For £40 for organisations, £25 for information workers and £15 for students each year, members can access:

- The ALISS Quarterly Journal, both in print and online
- Alerting services. LISSocialScience, HE focus emails, and @aliss_info on Twitter.
- Library visits. In the last year members have visited a diverse range of institutions including: the National Art Library at the V&A, the Fan Museum, ZSL London Zoo Library and Archives, the TUC Library collections, and the Senate House LGBT Library collections.
- Events. We aim to hold three events each year. Recent themes have included: amazing library spaces, engaging with users through innovative communication, service impact and evaluation, CPD superheroes. The upcoming summer event focuses on social science research: a masterclass for information professionals.
- ALISS Library Champions for Disability Access forum <http://librarychampionsfordisabilityaccess.blogspot.com/>
- Bursaries. ALISS is pleased to be able to offer two bursaries each year (one for ALISS members and one for a current student) to support their continuing professional development.

This is an absolute bargain! I urge all members to encourage their colleagues to join ALISS, particularly students and those new to the profession.

I intend to continue Sally's great work and, in addition, will explore:

- Tweeting ALISS events as they happen, to transmit them to a wider audience.
- Offering more speaking opportunities for first time speakers, at all stages of their careers, regardless of qualifications.
- Seeking an even more diverse range of topics and speakers for events

I look forward to working with you all. Jo Wood, ALISS Chair
Library and Information Service Manager, Cafcass. Librarians with Lives podcast

Mentoring and CPD

Fran Porrit Academic Librarian, Social Sciences, Humanities and Law, Teesside University

This paper is based on the presentation given at the 2018 ALISS AGM

The slides are online at <https://alissnet.com/aliss-agm-2018/>

Tightened CPD budgets mean that we now have to be more creative in how we seek development opportunities. With CILIP accreditation and revalidation, there is a strong requirement for library and information staff to be aware of, and contribute to the wider professional context. In our professional lives it may be difficult to justify costs of attending events not directly relating to our sector. Mentoring can be a way to increase awareness of what is happening in other sectors.

I became a mentor almost immediately after chartering for CILIP. Chartering had been a difficult process for me; I procrastinated for 22 years before deciding I really had to get it under my belt. My mentor insisted that I covered the whole of the period of my professional experience, and although a very difficult task, it really did help me focus on what had had the most impact. It enabled me to see which experiences had shaped me as a professional. It also helped me enormously in the art of reflective practice and concise writing. As a result of this, I thought these were skills I could help others with, and sought a way to further develop myself.

With one exception, my mentees have been from outside of my sector. At Teesside University we have had an in-house scheme in place to encourage and enable more staff to gain chartered or certified status. Mentees were from outside of our own teams, working in different areas.

My other mentees have been from public libraries and school libraries. The school libraries in question have been different too: a school from a very deprived area of Middlesbrough with low levels of literacy in the wider community; and a private school in Durham with a very different demographic.

Immersion in my mentees' portfolios and reflective statements and how they relate to the assessment criteria has been a tremendous learning opportunity for me. I have worked in the higher education sector for 20 years now, so this gives me an insight into the different ways in which we are all working towards a common goal. I know that the opportunity has had reciprocal benefits for my mentees too, as there is much collaborative work that can be done with all sectors and professional discussion is a key part of the chartership process.

Many definitions of mentoring abound but this one is the closest match to a model of mentoring that I subscribe to, one of equality.

“Mentoring involves primarily listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board, encouraging...” (Clutterbuck, cited by Gibbons, 2013)

A new mentoring scheme for leadership has been initiated by SCONUL. Mentoring has been defined by SCONUL as “a professional relationship in which an experienced person (mentor) assists another person (mentee) in developing specific skills and knowledge

that will enhance the mentee's professional and personal growth. It is an effective way of helping people to progress in their chosen career, and is a helpful relationship based upon trust and respect" (SCONUL, 2018)

Looking at the top ten qualities of a mentor, I am sure we all have these skills already, so it is a case of bringing the skillset into play.

- Self-awareness (understanding self)
- Communicating
- Sense of proportion/humour
- Interest in developing others
- Goal clarity
- Behavioural awareness (understanding others)
- Conceptualising
- Business/professional savvy
- Committed to own learning
- Relationship management (Clutterbuck, 2000)

CILIP stress the importance of the professionals maintaining "their current awareness and understanding of the wider profession, not just their own sector, for a number of reasons:

- Sharing of knowledge and information between sectors
- Broadening our horizons and gaining a different perspective
- Joint working, cooperation and partnership working opportunities
- Employability (there is much greater movement between sectors)" (CILIP, n.d.)

At the ALISS AGM we discussed the factors affecting all sectors.

1. Transition from print to digital. This process has been taking place for some time but continues to provide many challenges. Many users prefer printed format and take up of some digital formats has been slower than anticipated. In my experience e-journals are almost universally used, whereas e-books have had a much slower uptake.
2. De-professionalisation. This has been occurring in all sectors, but most notably in the public library sector where staffing by volunteers has been widely adopted. The Hive in Worcester has been a fantastic initiative demonstrating how joint public and higher education provision can work to best effect.
3. Raising awareness of collections. All of us in the profession need to showcase our collections, both print and digital and show their value to our users in all of their different endeavours: research, personal interest, homework

4. Using social media. The rise of social media as arguably the prime mode of communication has meant that we have to market our services and collections in 140 characters.
5. Dialogue with users. Social media has had another positive effect as it has empowered our users to have a voice in service development and feedback on our services.
6. Increasing expectations: doing more with less. In the Higher Education sector, for example 24 hour opening is the norm, although often the costs associated with longer opening hours are invisible to our users.
7. Broader range of skills development for staff. Skill requirements for library and information staff now are even wider and technical in many instances, as we embrace the global digital world.
8. Staffing/lack of staffing. Staffing levels across all sectors have decreased, despite factors such as longer opening hours.
9. Wellbeing of staff and users. Duty of care for our users with our complex 21st century lives has put additional demands on those in public facing roles.
10. Skills updating required but without appropriate training. This challenge is caused by the rise in expectations of our users, but often training is not provided by own employers, or not in a timely fashion to enable us to field enquiries with confidence.
11. GDPR. Nuff said!
12. The rise of open access. This has been a very positive movement and increasing access to research outputs has implications across all sectors.
13. Licensing. The flip side of open access is the pay walls and terms and conditions of paid for e-content. This aspect is becoming increasingly complex and in my own institution takes an ever increasing amount of time to negotiate through legal departments.

I wanted to end on some of the things I have learned from my mentees. One was involved in the development of The Word: National Centre for the Written Word. It is in South Shields and the initiative has a strong linkage with urban regeneration. It contains a multimedia storytelling room, which had been designed from my mentees original concept. It is also a creative writing hub and I could see there were opportunities for links with academic creative writing programmes at my own institution. More generally, public libraries host reading groups, and at Teesside we have just started a reading group whose aims are student and staff reading for pleasure and to improve wellbeing. Schemes such as The Big Read have given us much food for thought.

From my School Library mentees I have found out about reading development, including accelerated reader schemes. At Teesside University we do have some interface with schools, for example input into open days and the Extended Project Qualification.

One of their School Library objectives was to reach out into the wider community with the view to improving literacy of both future pupils and their parents, and this made me think about what outreach to the wider community do we do? What could/should we do? Teesside University Library is an open access building for a proportion of its opening hours, so within constraints of staffing and budgets, should we seek further opportunities for collaboration?

Being a mentor has been a very positive and rewarding experience and has provided me with many rich experiences and all at no cost. If you are not already a mentor, I'd recommended it very highly.

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CPD for the new professional

Katie Moore is the Trainee Liaison Librarian for Modern Languages and Education at the University of Reading

This article is based on a paper delivered at the ALISS 2018 Agm

online at <https://alissnet.com/aliss-agm-2018/>

As someone new to the LIS profession, it can often be difficult to find opportunities for Continuing Professional Development. This paper outlines a talk given at an ALISS 'CPD Superheroes' event, detailing the CPD experiences of a new professional, with some tips for staying up-to-date when time and resources are limited.

The term 'CPD' is generally used to refer to activities undertaken to improve job skills and knowledge. However, this does not necessarily mean that significant extra work must be taken on or events attended in order to develop. The CPD Standards Agency (2018) define CPD as follows:

"CPD is the intentional maintenance and development of the knowledge and skills needed to perform in a professional context. This could mean honing current skills, it could mean developing them to a new level, or it could mean learning new ones that will allow an employee's job role to expand or prepare them for potential promotion." (Emphasis my own)

What this suggests is that the maintenance and honing of skills already used in practice is just as important as learning new skills. Therefore, CPD can take the form of reflecting on your current role and skills, and ways to improve them, as well as identifying new skills to learn. It is therefore important to consider your career in broad terms and to think about what skills you might need in order to progress to different roles in the future.

To assess your own skills and knowledge, it is crucial to keep a detailed log of any CPD activities undertaken. This helps to build an overview of your progress, while allowing for the identification of any gaps that might need addressing. Writing up notes on activities soon after the event is also key as this allows for much deeper reflection while personal thoughts and feelings are still fresh in your mind.

Easy ways to develop your skills within your job role would be to volunteer for groups or projects, particularly if they focus on areas beyond your day-to-day work. For example, I joined the library's induction group and was able to better prepare for the coming welcome week. Being involved with this group also allowed me to lead on a small project to produce branded items to be given away during welcome week. This in turn led to the development of skills around design, liaising with stakeholders and presentation of ideas.

Those wanting to develop their skills further could take on greater roles within groups or projects they are already a part of. Being able to chair meetings for the social media team allowed me to develop leadership skills through planning and guiding meetings, setting the agenda and assigning tasks to other members of the group. Opportunities to develop leadership or management skills are particularly hard to come by for new professionals so chairing meetings can be a useful first step.

Joining groups beyond your library or institution can be equally beneficial. CILIP special interest groups are a good place to start and allow new professionals to explore different areas they might be interested in. Independent groups like ALISS have the benefit of being more select and often less daunting for new professionals. Within these groups, members can choose their level of involvement depending on what time they have available: you may want to simply keep updated with monthly emails from the group, to be an active member of the committee or even have a committee position such as treasurer.

Within your library, opportunities for CPD can present themselves in the form of improving documents or processes. The opportunity to revise the library's social media strategy was particularly useful for me, allowing for greater engagement with the library's broader strategy, and helping to address the second criterion for chartership. I have also been working to improve how social media statistics are communicated to the team. A monthly overview is now sent to all team members and I will work to develop my data manipulation skills in order to present the information in a more accessible and meaningful way.

While reflecting on your achievements and improvements is important, it is equally crucial to reflect on situations that did not go to plan. As an HE librarian, I undertake 'library skills' teaching sessions, which have in the main part been successful. However, one session in particular proved difficult when the technology initially failed to work and the lecturer asked for material to be covered that had not been planned for. Though demoralising at first, reflecting on this session has allowed me to put in place contingency plans for future sessions. Moreover, this experience highlighted the importance of planning sessions with plenty of input from the lecturers, which is something I can work on in the future.

This kind of ad-hoc CPD allows for the development of skills without prior planning. Similarly, in situations beyond our control, we often have to step up to assist, improving our skills along the way. With an ongoing refurbishment of the library building at the University of Reading and a recent book move, I had to help coordinate shelving teams and their new duties on different floors. This again helped to develop leadership and communication skills.

Social media, and Twitter in particular, is a fantastic tool for new professionals to find opportunities for CPD. It's a great way to find out about upcoming events and visits, and was the means by which I found out about the event where this talk was initially presented. Many people now tweet their way through events, so this can be a great way to keep up with interesting conferences that you are not able to attend. Social media is a fantastic means to get involved in conversations about things that affect the profession as a whole, broadening your view across different sectors. Moreover, it is a great way to network and make contacts, particularly for those who are more reluctant to speak to people they do not know in person.

The wider professional context is often the chartership criterion that trips people up as it can be hard to engage with people and ideas beyond your own sector. This can easily be overcome by keeping up-to-date with articles from different sectors. You could think about starting a reading club within your workplace to discuss articles with your

colleagues, which would give you more opportunity for reflection. Visiting libraries in other sectors offers a good point of comparison for your own service. You might also consider working with a colleague in a different sector to compare your job roles and see what similar challenges you both face.

Having outlined some opportunities for CPD, it is also important to mention that your own wellbeing is paramount. As new professionals, we often feel obliged to take on all projects that come our way in order to prove ourselves and improve our skills. However, it is important to be realistic about the time you have available, and to make sure you are not overwhelmed by work. Prioritising projects that interest you and activities that will help you achieve your career goals can help with this. Although we care about our chosen profession, it is important to have time away from work and to ensure it does not encroach on our personal lives too much.

In conclusion, remember that CPD does not have to be a special event or activity; it can stem from your day-to-day work, a conversation or something you have read. Keeping track of what you do, even when it may not initially seem like CPD, is crucial and this will allow you to identify what skills and knowledge you wish to enhance in the future. Most importantly, never take on more work than you can manage and after a busy day of developing your professional skills, give yourself time to relax!

CPD Standards Agency. (2018). What is CPD? Retrieved from <https://www.cpdstandards.com/what-is-cpd/>

10 Steps to Curating an Exhibition

Daniel Payne, Curator for Politics and International Relations, LSE Library

This post is adapted from a longer post available online: <https://medium.com/@politicscurator/10-steps-to-curating-an-exhibition-cad585da471b>

Last year I curated my first exhibition at LSE Library. This article explores the steps behind the process: from planning the exhibition right through to installation.

LSE Library runs three exhibitions a year based around a particular theme. They are free and open to the public, and a number of events, workshops, tours and talks are run alongside them. For information about the current exhibition please see here: <http://www.lse.ac.uk/library/exhibitions>

1. Choosing

A theme for each exhibition is selected about 2 years in advance. The choice of a theme usually meets the following conditions:

- It represents one of the subject-strengths in the Library archives
- It fits in with an international event, current topic, or anniversary (e.g. a past exhibition “Glad to be Gay” tied in with the 50th anniversary of the Sexual Offences Act)
- It relates to existing activity within the university

Since last year marked the 70th anniversary of independence in India and the creation of Pakistan, there was a lot of activity surrounding this anniversary going on in the university and beyond.

2. Researching

To understand the scope of our archives on that subject, I then began researching them to see if there was enough to bring together a coherent story. This involved first of all reading various secondary resources about independence in India and partition, as well as the more wider history of the Indian subcontinent. I also chatted with experts. This then gave me an initial vocabulary that I could use to start searching our archives catalogue with.

3. Selecting

The physical space of the exhibition is quite small and inflexible, so the selection of items to display is quite a challenge. Each plinth is composed of a narrative that the curator writes, and then objects arranged next to it that illustrate that story. There is a balance between trying to find objects which tell a coherent story, but which are also visually “interesting” – this is quite hard to do in an archive that is full of lots of A4 pieces of black and white paper.

Once I’d selected the objects that would fit (both narratively and literally), they then needed to be assessed for any potential conservation work the objects might need before being displayed. For this exhibition the conservation work was very minimal—some of the photographs had been glued by the donor to large sheets of cardboard.

4. Writing

This was the most complex aspect of doing the exhibition for me, but also the most enjoyable. As I was writing, I often had a rethink about the objects I had selected so was swapping objects and narratives round whilst writing.

When you write your first word for a public exhibition, you instantaneously carry assumed authority and weight behind your words. I found this really difficult to grapple with, especially when this was a subject I had not studied before. At one point I thought I needed to produce a “neutral” narrative, but then started to analyse that—how is it possible to produce a neutral narrative, and is it even desirable? Even attempting to be “neutral” seemed to be a political position in itself.

It was also problematic in that the exhibition in some way needed to tell or mark something about the journeys to independence of India, Pakistan and Bangladesh, using a bunch of archives that were produced or collated by British organisations or British people, and which only represent very tiny pockets of what is a massive, complex story.

One way I decided to deal with this was to be honest about this bias (so I produced a large poster that prefixed the exhibition by pointing this out). A big help was also curating the exhibition in partnership with the LSE South Asia Centre. I also tried to keep the text simple and accessible.

5. Mounting

Once I had shortlisted the objects and had sorted out the narrative, we used an external company to measure the mounts for each item. Each item rests on a bespoke piece of measured plastic that has screws attached to the back. These screws slot into rows on the plinth so that they can be displayed.

6. Designing

The graphics and design of the exhibition happens between two people: someone who doesn't know what they're talking about (me), and an in-house professional graphic designer. The somebody who doesn't know what they're talking about has a fantasy about how they want the exhibition to look and the professional designer has a different one that is based in reality. Through quite a lengthy and iterative process, you eventually arrive at a design that works for both of you.

As well as the panels on which the narrative rests, all other material needs to be designed – images for the digital screen, posters, exhibition guides and marketing material. This is a surprisingly lengthy and involved part of the process. Even though the exhibition space is small, it takes a lot of work to get it designed.

7. Marketing

Rather than viewing the exhibition as the main thing to structure everything around, I think of it differently.

Instead, for a period of time, the Library decided to highlight archives to do with “India, Pakistan, and Bangladesh”. This involved launching a programme of various activities such

as talks, events, workshops, tours, blog posts, and an exhibition. A huge part of curating for us is not just about doing the physical exhibition, it's about designing a programme that ensures meaningful engagement with the archives.

8. Installing

All the designed material has been sent to the printers and now it starts to arrive, ready for installation. This is the stressful bit. It is also the bit where mistakes suddenly reveal themselves. I had thought, for example, that five plinths would fit in the space. It turns out that was not the case, so I had to rearrange things at the last minute and kiss goodbye to one of the stories. Sorry, Keir Hardie.

Other mistakes include forgetting to provide a transcript for a dairy entry written by Beatrice Webb, whose handwriting resembles the electrocardiogram of something dying. Luckily I was able to order a transcript and have it delivered just in time for launch.

9. Launching

Launching! The exhibition opens, press releases go out, websites are updated, leaflets are sent around the surrounding areas, and an extensive communications plan gets into action.

10. Assessing

Once the exhibition ends, evidence needs to be gathered about its impact. There are many ways to do this, from capturing statistics like number of visitors, to recording online activity such as blog posts. I'm currently trying to figure out how best to present so much qualitative information in a meaningful and succinct way, which I hope to improve upon for my next exhibition opening this September (2018) – “What does Brexit mean to you”?

Curating 'Queer Between the Covers: Literature, Queerness and the Library'

Leila Kassir

Research Librarian: British, US & Commonwealth Literature

Senate House Library, University of London

Introduction

Senate House Library (SHL), the central library of the University of London, holds two themed exhibition seasons per year, displaying items from its wide-ranging arts, humanities and social science collections. The exhibition is supplemented by an events programme with the aim of engaging both academic and public audiences.

From January to June 2018 the library's exhibition was Queer Between the Covers: Literature, Queerness and the Library (QBTC), which explored over 250 years of queer literature. As my role at SHL is Research Librarian for British, US and Commonwealth Literature I co-curated the season, with Dr Richard Eesley, Head of Modern Collections.

Prior to working on QBTC I had experience of creating library displays so I was not new to the basic processes involved: selecting works, writing captions and contextual information, and promotion. However, these exhibitions had been relatively small scale: usually three to four display cases, aimed primarily at an in-house audience, and lasting for short periods.

QBTC, although including many of the same elements, was on an entirely different scale on every level. It also had wider aims: to promote our collections not only to a captive university audience but also to the public; ultimately, to welcome new visitors to the library.

As this is a CPD edition of the ALISS Quarterly this brief overview attempts to highlight those aspects of planning QBTC which taught me the most. As I co-curated this exhibition I should make clear that these are solely my own reflections on what was a shared experience.

Collaborate From the Beginning

My role in the QBTC planning process was co-curator, which carried with it a distinct range of responsibilities: book selection, creation and articulation of the exhibition narrative, writing captions and other contextual information, designing and planning events, and ultimately being the public face of the exhibition. The scale of this role initially seemed slightly overwhelming, particularly at the first meeting - one year in advance of the exhibition - during which the project timetable was first presented.

However, from that very first meeting, all staff who would be involved in the exhibition in any significant way were brought together. These colleagues were promotions, communications and marketing staff; proof readers; illustrators; graphic designers; web designers; and conservators. Ensuring colleagues from the library and the wider university, and external partners, were all able to discuss every stage of planning from the start was I feel essential to the success of the exhibition.

Not only did this mean the exhibition was a genuine group effort, with tasks distributed

according to role, but it was essential in preventing unworkable ideas from taking hold. A good example is that of the role of the library conservator. Her knowledge of book care meant we were advised early if a planned exhibit was too fragile to withstand six months of display at our chosen page, thus allowing us time to rethink and select alternatives if necessary.

Changing Narratives

One of the most pleasing things I learnt from the process of selecting and displaying works for this exhibition was the way in which the original narrative developed, and how important it was to remain open to new stories and interpretations.

The main aim of the exhibition was to reflect how literature has been central to understanding of queerness, including struggles for acceptance and liberation. Whilst I hope we succeeded in this intention, once the works were displayed it became apparent that we were also telling a parallel story: that of the survival of the physical works themselves and the struggles publishers and writers fought to ensure queer works were printed, distributed and, ultimately, read. This thread, which revealed itself as we progressed, influenced how I articulated the exhibition to visitors.

One of my favourite sections of the display related a story which was a relatively late addition to the exhibition outline. We were very keen that the exhibition connected with our local Bloomsbury community; to this end we approached our neighbours Gay's the Word bookshop. In 1984, Gay's the Word were raided by Customs and Excise leading to a Defend Gay's the Word campaign. As a result of making acquaintance with the staff at the shop, items from their own campaign archive were very generously lent to the exhibition which enabled us to communicate a relatively recent piece of local social history.

Both examples showed me that exhibitions can develop and be read in many ways, including differently from those initially intended, and that this is a positive outcome.

Feel the Fear and Do It Anyway

Without doubt the aspect of planning QBTC from which I learnt the most was planning the events programme. All I knew at the start was that I was tasked to create a series of events to complement the exhibition themes and engage a variety of audiences. As almost every aspect of this element was new to me – from locating event partners to navigating a range of internal processes and procedures – I could fill pages listing what I learned. Instead, these are the two overarching reflections I take with me from the experience.

Firstly, in the face of the unknown, begin with what you know from other contexts. Unsure how to initiate finding event partners I relied on my librarian safety net and took the advice I regularly give to students – I did some keyword searching. This strategy led me to meet many wonderful individuals and groups who developed a varied range of events with us. Just one example, by searching “queer, London, walking” I was led to the newly-formed (at the time) Queer Tours of London who created for us a queer Bloomsbury walk and a Polari language workshop.

Secondly, and on a very practical but also personal level, is the management of energy levels. Working on the events programme (11 events + 6 film showings) was intensive, especially as many were in evenings and required a level of hosting and 'extroverting' which do not come naturally to me. As such, I learnt it was helpful for me to take small amounts of leave at strategic moments throughout the season to ensure I was able to maintain my equilibrium. This is not always possible, but is important to consider. Exhibition and events seasons are exciting and inspiring, but also exhausting.

Only Connect

I began this overview of my QBTC experience with the importance of staff collaboration and want to end on a similar note, as my overriding impression of working on the exhibition is of how generous other people are with their ideas and time.

Throughout the last year I have met artists, actors, musicians, performers, researchers, academics, activists, technicians amongst many more and everybody has been unfailingly enthusiastic about the project and encouraging in their support of it. I learnt that it is always worth approaching people with ideas. They can only say no, but they are very likely to say yes.

These connections also meant that we were able to consider ways in which to extend QBTC beyond the bounds of the library exhibition dates, and provide something of a tangible legacy. This has had practical manifestations – we commissioned a book artist and a composer to create new works, and collaborated with a PhD researcher – but also, I hope, led to some lasting relationships for the library.

So, in summary, working on QBTC for the last year has shown me:

- The importance of early collaboration
- Not to hesitate to approach collaborators
- Experience from one context can sometimes be helpful in an entirely different one
- Exhibitions have a life of their own which leads to interesting discoveries
- Judicious planning of days off is extremely beneficial.

Developing Open Access support for business PhD researchers at Imperial College London

Rosemary Russell and Heather Lincoln, Imperial College London Library.

The following short text describes how and why the Library business team at Imperial College London developed additional open access (OA) support for business PhD students. It also places the work in a broader UK OA context.

What was the impetus for this work?

Following several enquiries relating to thesis writing and open access (OA) from Business PhD students, discussion with the Doctoral Programme Manager revealed that as well as requiring practical guidance on publishing their theses, most PhD students knew little or nothing about OA and key initiatives such as ORCID. The timing of a workshop offered by the Library OA team and the Graduate School was unsuitable, so after looking at business research student requirements it was decided that the best solution was to develop a tailored session for business doctoral students. This also fits with the general preference for customised solutions for business postgraduates.

Previously on the doctoral programme...

Existing engagement with the doctoral programme included participation in regular student staff committee meetings. In addition end of year review meetings with the programme managers are particularly useful for longer term planning including addressing any broader resourcing requirements.

In terms of teaching, the only existing session was a one hour library induction which included a very short introduction to open access and the Imperial repository. Similar topics are also covered in a library slot within the induction programme for new academic staff which is organised annually by the Business School. Since many in both groups will be from outside the UK, explaining UK-specific open access requirements is an important element, as well as local Imperial services (e.g. the Imperial OA Fund for article processing charges (APCs)).

Finding out more about business research

Periodic meetings with the Business School Research Manager have been invaluable in providing background information about business and related research and how it differs from other subject areas. For example given the nature of business research, there is little tradition of Research Council (RC) funding; as a result there may be less requirement for engagement with multiple funder OA policies. On the other hand the Research Excellence Framework (REF) clearly applies to a large number of business researchers at Imperial; it is also possible that more RC funding may be sought in future.

It is also useful to keep up to date with the developing research environment at Imperial as new research staff influence directions. Many doctoral students will of course work closely with their supervisor and other faculty researchers.

Useful information about student publishing habits was also gathered from the PhD manager. While academics may focus on journal articles (although not excluding reports, books and many other publication types) PhD students favour conference papers

which are often co-authored, with fewer journal articles. In the case of journal articles, supervisors tend to advise on which journals to approach. However given the very high number of international students as indicated, many are unfamiliar with the complex UK funding context and resulting compliance requirements.

Business students have been targeted by predatory publishers but have asked the Library business team for advice and fortunately avoided entering into disadvantageous contracts.

Developing the session

Fortuitously a similar session had already been developed earlier by a member of the Library business team. This was used as a basis for the session, with further material added from existing Imperial guidelines e.g. on copyright. However rather than incorporate too much detail in the session, users were signposted to comprehensive Imperial web resources.

The teaching session aimed to place issues surrounding OA in PhD students' business research context and explain how research students can benefit from OA both as producers and consumers of research information. It included common questions business students have asked about OA including thesis publishing, the Imperial repository, co-authorship and plagiarism. It also covered information about the REF, tools for checking research funder requirements and the Imperial OA Fund.

Much of the session was in a lecture style format with opportunities for class discussion. Experiential learning classroom activities were also used with tutor-led online demonstrations which invited the students to take part and explore OA online resources themselves. These activities included demonstrations of:

- Imperial's repository Spiral with a focus on altmetrics showing links from papers to tweets, blogs and policy document citations; students could observe that depositing in Spiral leads to wider visibility of their work, including benefits for career progression
- Imperial's professional webpages and links to Spiral
- ORCID and how the researcher ID works with databases, Spiral and professional webpages
- SHERPA/RoMEO showing how journal titles can be searched to discover publisher OA policies and self-archiving permissions.

Focus on the benefits of OA in business context

To conclude the learning and reflect on some of the issues raised, the students were asked what they considered to be the most important benefit of OA for researchers: the response was increased citations. One of the key resulting observations from the Library business team has been that business PhD students are highly career focused and interested in influencing and contributing to policy documents, as these might in turn be recognised by SMEs and the wider business world. Therefore any opportunities for career enhancement both inside and outside academia are important for students and emphasising research visibility is a good way to engage students in the benefits of OA.

The wider business OA landscape

A quick review of the literature revealed that with several exceptions, there has been little published relating to open access activity in the field of business; in particular there is little activity in the UK business library community. A search of the JiscMail list for the Business Librarians Association (BLA, the main professional group in the UK, which is very active) also revealed no discussion of OA issues. The work discussed in this article was however presented at a recent BLA workshop, which opened up some dialogue. With other presentations focusing on 'doing more with less' the most common reason for lack of involvement is simply lack of staff resource in a period of library budget constraints. Many business librarians cover a growing range of subjects and information literacy responsibilities so if their academic library already has a dedicated Scholarly Communications Management/OA team there may not be such a requirement for involvement.

However a recent study on strategies for OA outreach highlights the importance of liaison or subject librarians in connecting with academic departments and researchers, as well as communicating OA developments (Dawson, 2018). It also acknowledges the inevitable different levels of OA knowledge between scholarly communications and liaison librarians. Some liaison team members will feel less confident dealing with OA issues. However by combining staff strengths and expertise it seems there is considerable scope for cross team working.

In a US survey of business faculty Hahn and Wyatt (2014) found that many researchers were unaware of OA journals and 'believe their prestige would fall if they published in an open access journal' (p.93). This view may be shared by researchers in the UK where business schools are primarily concerned with publishing in one of the 50 journals used in the Financial Times research rank (Ormans, 2016). With the OA requirement for the next REF in place, it is unclear how exceptions to this rule will be treated.

Going forward... sharing experience

A key result of this work is that Instead of just being covered briefly as part of the library PhD induction, a full session on OA and thesis publication is being embedded into the Imperial Business School induction programme.

Discussion has also taken place on the best way of reaching academic researchers in the Business School, to update them on OA, especially given the large number of international faculty as discussed. A joint session with the Scholarly Communications Management Team may be possible.

In addition to presenting the OA development work at the Business Librarians Association workshop, a short session was also delivered at a Library TeachMeet on research support. It has therefore been useful in raising awareness both in the business and in the wider library and information community. Resulting from Teach Meet discussions a librarian at another university plans to deliver a similar session, also recognising the importance of tailored sessions to appeal to business students. It could also be easily adapted for other subject areas.

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Hahn, S. & Wyatt, A. (2014). Business Faculty's Attitudes: Open Access, Disciplinary Repositories, and Institutional Repositories. *Journal of Business and Finance Librarianship*. 19(2), 93-113, DOI: 10.1080/08963568.2014.883875

Ormans, L. (2016, September 12). 50 Journals used in FT Research Rank. *The Financial Times*. Retrieved from <https://www.ft.com/content/3405a512-5cbb-11e1-8f1f-00144feabdc0>

Disability- higher education, libraries, teaching and learning.

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Heather Dawson

Stigma

Carlson, W; Witschey, H. (2018)

Undergraduate students' attitudes toward individuals with disabilities.

Teaching of Psychology. 45 (2) 189-192

DOI: 10.1177/0098628318762929

Abstract: This study examined whether combining classroom curriculum with direct experience with people with disabilities (PWDs) can influence change in undergraduate students' attitudes toward PWDs. Undergraduate students (N = 68) enrolled in a psychology course completed the Interaction with Disabled Persons Scale at the beginning and end of the semester. During the semester, students learned about various disabilities and participated in a 10-hr service-learning project that required direct, supervised interaction with PWDs at a local, nonprofit organization that provides employment services to adults with disabilities. Students reported more positive attitudes toward PWDs at the end of the semester. Having an increased comfort level in interacting with PWDs can give students pursuing careers that involve working with PWDs an advantage

Kavanagh, A.; Priest, N.; Emerson, E.; Milner, A (2018).

Gender, parental education, and experiences of bullying victimization by Australian adolescents with and without a disability

Child Care Health and Development. 44 (2) 332-341

doi.org/10.1111/cch.12545

Abstract: This study sought to compare the prevalence of bullying victimization between adolescents with and without a disability and between adolescents with and without borderline intellectual functioning or intellectual disability (BIF/ID). We also sought to assess whether the relationships between either disability or BIF/ID and bullying victimization vary by gender and parental education.

In adjusted models, we found evidence that social bullying victimization was more prevalent among adolescents with a disability than those without a disability (PRR 1.29, 95% confidence interval [CI] 1.06–1.42) and between adolescents with BIF/ID than those without (PRR 1.24, 95% CI 1.07–1.44). Adolescents with BIF/ID were also more likely to experience “any bullying victimization”(PRR 1.10, 95% CI 1.00–1.22). Having a disability and living in a family with low parental education were associated with an elevated risk of social bullying victimization BIF/ID.

Policy

Bellman, S.; Burgstahler, S.; Chudler, E. (2018) Broadening Participation by Including More Individuals With Disabilities in STEM: Promising Practices from an Engineering Research American Behavioral Scientist, 62 (5), 645-656, DOI: 10.1177/0002764218768864

Abstract: This article describes successful practices for including individuals with disabilities (e.g., leaders, students, faculty researchers, advisory board members) in the Center for Sensorimotor Neural Engineering (CSNE), an Engineering Research Center funded by the National Science Foundation. The methods, tools, and materials presented in this article can be used by others seeking to increase the inclusion of individuals with disabilities in postsecondary science, technology, engineering, and mathematics (STEM) programs. Methods are employed to ensure that the CSNE is welcoming and accessible to individuals with a wide range of abilities and to recruit individuals with disabilities into significant roles that support the Center's mission. These efforts have resulted in the engagement of individuals with disabilities in the Center's operations, activities, and research at a higher rate when compared with all Engineering Research Centers

Intellectual Property Office (2018) Marrakesh Treaty: UK launches consultation

Retrieved from <https://www.gov.uk/government/consultations/uk-implementation-of-the-marrakesh-treaty>

Abstract: The IPO is consulting on how the UK implements the Marrakesh Treaty in the UK. The consultation will run from 11am on Tuesday 8 May 2018 until 11:45pm on Tuesday 19 June 2018. The Treaty improves access to books for the visually impaired and print disabled. It creates exceptions to copyright that allow copies of books to be made in an accessible format, and allow those copies to transfer across borders. Members must implement the relevant EU Directive by 12 October 2018.

UNESCO Institute for Statistics (2018)

Education and Disability: Analysis of Data from 49 Countries (UNESCO-UIS)Retrieved from

<http://uis.unesco.org/en/news/education-and-disability-analysis-data-49-countries>

Abstract: A new paper from the UNESCO Institute for Statistics (UIS) presents the first in-depth analysis of available data for 49 countries. It confirms that persons with disabilities are less likely to ever attend school, more likely to be out of school and that they tend to have fewer years of education than persons without disabilities. They are less likely to complete primary or secondary education and are less likely to possess basic literacy skills.

Assistive Technology

Alexander , H (2018, June 1,) Mind the Gap

[web log] Retrieved from <http://www.ipg.uk.com/ipg-blogs/8878/mind-the-gap>

Abstract: Huw Alexander introduces the ASPIRE project and explains how it can help publishers improve their accessibility information

Coleman, M; Berge, Z. (2018)

A review of accessibility in online higher education

Online Journal of Distance Learning Administration, 21 (1) p17

Abstract: The proliferation of the Internet, computers, and mobile devices means that students of all ages, socio-economic statuses, geographical locations, and abilities have access to higher education institutions that were previously unavailable. As the population of the United States ages and the number of students with diagnosed disabilities grows, colleges and universities will be challenged to accommodate the various needs of their student population. Distance education is often seen as an appropriate outlet to increase enrollment numbers and provide education to students with motor, cognitive, visual, and auditory impairments. Instructional designers, instructors, and institutions are tasked with designing, developing, and maintaining accessible hardware, software, websites, and other technologies that allow disabled students to actively engage in education and become more independent. This paper will discuss how various disabilities effect college coursework and review the best practices, methods, and technologies utilized to create an inclusive education for all learners

Darabkh,K.; Haddad, L. (2018)

An efficient speech recognition system for arm disabled students based on isolated words

Computer Applications in Engineering Education 26 (2) 285-301

<https://onlinelibrary.wiley.com/doi/abs/10.1002/cae.21884>

Abstract: Over the previous decades, a need has emerged to empower human machine communication systems, which are essential to not only perform actions, but also obtain information especially in education applications. Moreover, any communication system has to introduce an efficient and easy way for interaction with a minimum possible error rate. The keyboard, mouse, trackball, touch screen, and joystick are all examples of tools which were built to provide mechanical human to machine interaction. However, a system with the ability to use oral speech, which is the natural form of communication between humans instead of mechanical communication systems, can be more practical for normal students and even a necessity for arm disabled students who cannot use their arms to handle traditional education tools like pens and notebooks. In this paper, we present a speech recognition system that allows arm disabled students to control computers by voice as a helping tool in the educational process. When a student speaks through a microphone, the speech is divided into isolated words which are compared with a predefined database of huge number of spoken words to find a match. After that, each recognized word is translated into its related tasks which will be performed by the computer like opening a teaching application or renaming a file. The speech recognition

process discussed in this paper involves two separate approaches; the first approach is based on double thresholds voice activity detection and improved Mel frequency cepstral coefficients (MFCC), while the second approach is based on discrete wavelet transform along with modified MFCC algorithm. Utilizing the best values for all parameters in just mentioned techniques, our proposed system achieved a recognition rate of 98.7% using the first approach, and 98.86% using the second approach of which is better in ratio than the first one but slower in processing which is a critical point for a real time system. Both proposed approaches were compared with other relevant approaches and their recognition rates were noticeably higher.

Heiman, T.; Fichten, C. (2017)

Access and perceived ICT usability among students with disabilities attending higher education institutions

Education and Information Technologies, 22 (6) 2727-2740 dx.doi.org/10.1007/s10639-017-9623-0 .

Abstract:

An increasing number of students with disabilities are attending higher education. These students might face various difficulties coping with academic skills and with learning methods compared to students without disabilities. Integrating information and communication technologies (ICTs) in academic studies may be effective and constructive for students with and without various disabilities, as ICTs can provide students with adaptive ways to compensate for disabilities and enable them to improve learning. The present study examined students' knowledge of and accessibility to ICTs and it examined students' perceptions of the ICTs used by professors teaching in a face-to-face traditional postsecondary educational institute (in Canada) and a distance/blended learning higher education institute (in Israel). The sample included 309 Canadian students and 963 Israeli students who completed questionnaires regarding ICT usage, accessibility, and perceived use by professors. Findings reveal that Israeli students reported higher use and greater accessibility of ICTs and they also reported higher use of ICTs by professors. For both groups of students--those with and without LD/ADHD--accessibility to ICTs was predicted by self-reported knowledge and use of ICTs, professors' ICT use, gender and nationality. The study's findings and its implications are likely to be important for promoting access to ICTs for students with and without disabilities in both the traditional higher education modality and in distance/ blended learning contexts

House of Commons Work and Pensions Committee (2018)

Assistive technology

Tenth Report of Session 2017–19

Retrieved from :

<https://publications.parliament.uk/pa/cm201719/cmselect/cmworpen/673/673.pdf>

Abstract: The Department must work hard to make certain that disabled people—in or out of work—and employers are fully aware of and able to benefit from all that AT has to offer. It must put AT at the centre of its entire approach to supporting disability

employment and boosting the economy: from Jobcentre Plus to the Industrial Strategy. If it does so, it will discover an unparalleled opportunity to make real progress in closing the disability employment gap and resolving the UK's productivity deadlock.

McNaught, A (2018, May 8) Return on investment? How a little bit of accessibility goes a long way

Retrieved from <https://cla.co.uk/blog/higher-education/return-on-investment-accessibility>

Abstract: Jisc's accessibility and inclusion specialists visit many organisations, providing a 'mystery shopper' style accessibility snapshot. It involves reporting on five key student facing investments; website, prospectus, learning platform, library/e-book platforms and assistive technology. We found a lot of diversity in the good practices, but a lot of commonality in what could improve.

Spina, C, and Cohen, M (2018). Accessibility and Universal Design. SPEC Kit 358. Washington, DC: Association of Research Libraries

<http://publications.arl.org/Accessibility-Universal-Design-SPEC-Kit-358>

Abstract: This SPEC Kit explores how ARL member libraries are meeting the accessibility needs of individuals with disabilities. This study gathered information on support for assistive technologies in libraries, services provided to individuals with disabilities, staffing and training for these services, evaluation of resources, and institutional policies and procedures in this area. It also includes questions on universal design, an approach to design that makes spaces and services more inclusive of all, regardless of their needs. It includes examples of accessibility services, statements, policies, and resources and job descriptions for accessibility services staff.

ADHD

Hope, J (2018) Support students with ADHD as they transition into college

Disability Compliance For Higher Education 23 (8)

<https://doi.org/10.1002/dhe.30378>

Abstract: Rebecca Whittaker Matte, associate professor of education at Landmark College, specializes in first year studies. She helps her students with attention deficit hyperactivity disorder understand the hidden demands of college and develop strategies for success.

Autism

Bolourian Y.; Zeedyk S. M. Blacher (2018)

Autism and the university experience: narratives from students with neurodevelopmental disordersJournal of Autism and Developmental Disorders, 2018, May 09 [Epub ahead of print]<https://link.springer.com/article/10.1007/s10803-018-3599-5>

Abstract: Relatively limited research has been devoted to understanding the postsecondary experience from the students' perspectives. In the current study, individual interviews were conducted with university students with autism spectrum disorder

(n = 13) and students with Attention Deficit/Hyperactivity Disorder (n = 18) to investigate likely factors impeding meaningful postsecondary experiences. Through an iterative coding process, nine themes were identified, and direct narratives exemplifying each are included. Overall, both diagnostic groups reported significant social, emotional, and academic challenges within the university setting, although there were distinctions. Findings have direct applications to higher education initiatives, such as the development of programs to increase faculty awareness and to target the efforts of university disability centres in meeting the needs of students with neurodevelopmental disorders.

Chown, N (2018). The 'achieving more in college' project: support for autistic students attending Further Education colleges

Good Autism Practice, 19(1), 50-62

Abstract: This paper presents the data from a survey of 58 FE colleges in England which asked for details of the type of support offered to autistic students. There were over 6,500 students who had declared an autism diagnosis and some colleges had more than 200 autistic students on roll. There was evidence that this number was increasing year on year. Data were gathered on staff knowledge of autism and training opportunities, the support given to students and arrangements for the transition from school. Of the 57 colleges, 40 had at least one autism specialist on the staff. A range of support was provided largely concerned with academic work but 26 colleges had a befriending scheme or mentioned clubs. The authors recognise that it was not possible to ascertain the quality of the support offered and suggest that an accreditation scheme which specifically audits provision for autistic students would be helpful. The Autism Education Trust has developed a set of Standards and a Competency Framework for post 16 settings specifically for autistic students. This can be accessed at www.autismeducationtrust.org.uk so readers in this sector can download this as a guide to good practice.

English, L (2018). Supporting the transition of autistic students into university life: reflections on a specialist peer mentoring scheme

Good Autism Practice, 2018, 19(1), 63-67

Abstract: Moving from school to university is a big step for all students and for autistic students, the challenge can be even greater. Some autistic students choose a university close to home as changing two major aspects of their life (where they live and where they study) and leaving the support of their family is too great a challenge. Nevertheless, an increasing number of autistic students do attend university and succeed in getting their degrees and some live away from home. Having the offer of support at university can make the difference between success and failure. Universities employ staff in Disability Support Services and Student Support departments where students can go for advice and support. A smaller number of universities have peer mentoring schemes where current students support students just starting at the university. Some of these operate for any student and others are specific to students who have disclosed a disability. The advantage of peer mentoring schemes is that students are supported by those close in age and there is potential to customise the support to the particular preferences and needs of the student. This paper reports on a pilot study which set up a peer mentoring scheme for autistic students. It poses questions in

terms of initial training and the support of the mentors as well as how autistic students are supported to engage with the mentor. The eight mentors in this study did not have a great deal of contact with their mentee which could be a sign of success or a failure to 'support' the interaction of the two. Ways to support the mentor and methods of establishing and sustaining the relationship require careful thought.

Manini, R (2018) How to reduce exam stress

Your Autism Magazine, Vol. 52(2), 16-17

Abstract: Exams may increase anxiety in autistic people because they are a new and unpredictable experience that means a change in routine. This article discusses five steps towards reducing exam stress and helping autistic people who rely on structure and routine to cope in an unpredictable world

Sarrett, J. (2018)

Autism and Accommodations in Higher Education: Insights from the Autism Community.

Journal of Autism & Developmental Disorders, first online December 2017 <https://link.springer.com/article/10.1007/s10803-017-3353-4>

Abstract This article builds on the growing body of research on higher education for autistic students by soliciting input from autistic adults on their higher education experiences and suggestions on making these experiences more 'autism-friendly'. Sixty-six individuals participated in a national exploratory survey and thirty-one participated in follow-up, online focus groups. The article reviews the accommodations individuals received and the accommodations they would have liked to receive. Concrete strategies are provided for institutes of higher education to address the social and sensory needs of autistic students, areas many participants reported being neglected in their academic experience, such as mentors and a neurodiverse space.

Sutton, H (2017) Differentiate needs to better support autistic students

Disability Compliance For Higher Education 22 (7), 2

Abstract: A Brief Conversation with Marc Ellison. Marc Ellison, Ed.D., began working with individuals diagnosed with autism spectrum disorder as an undergraduate student at Marshall University. There, Ellison collaborated with the West Virginia Autism Training Center, which in 2002 created the first university based support program for matriculated college students diagnosed with ASD. In 2013, Ellison became the executive director of the West Virginia Autism Training Center, which now supports more than 50 students per semester at Marshall.

Zeedyk S. M. Bolourian Y. Blacher J (2018). University life with ASD: faculty knowledge and student needs

Autism, 2018, May 22 [Epub ahead of print]<http://journals.sagepub.com/doi/full/10.1177/1362361318774148>

Abstract: Increasingly, young adults with autism spectrum disorder are attending 4-year universities. The transition to adulthood can be challenging for these students, and

university life poses its own set of demands. The present article takes a mixed-methods approach by including two studies utilising complementary methodologies. Through in-depth interviews with students with autism spectrum disorder ($n = 13$) and college professors ($n = 18$), the purpose of the first study was to evaluate the experiences and needs of college students with autism spectrum disorder and identify the knowledge that faculty members possessed about working with these students. Through survey methodology with a larger sample of faculty members ($n = 132$), the purpose of the second study was to obtain more information about faculty knowledge of autism spectrum disorder, and to learn whether their pedagogical practices accommodated students with autism spectrum disorder. Findings revealed that autism is often an “invisible” disability on campuses, and there are many things that professors need to know with regard to working with these students in particular. Implications for practice are discussed.

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