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Special issue: Practical Skills for Relationship Management

Relationship Management Skills

University of Sunderland; University of Bedfordshire,
University of Roehampton.

Disability

Internet Archive; Accessible E-Books and Technical
Protection Measures; Disability higher education,
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Editorial

Relationship Management Skills

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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).

A key focus of this issue is on relationship management. Many of the authors were involved in the People Skills for Positive Relationship Management workshop organised by the Relationship Management Group for HE Libraries <https://relationshipmanagementgroup.wordpress.com/previous-events/previous-events/> which was held on 11th April 2019 at the London School of Economics Library. This focused on examining the type of 'soft skills' relating to people management, such as negotiation, influencing and nudging, which are so important to developing good liaison with library users/stakeholders, whether based in the higher education community or in the wider world. The three articles in this section all provide a practical approach which could be applied to other settings. The University of Sunderland reports on its relationship management skills audit and the ways in which training needs were met. The University of Roehampton Library provides some really good examples of developing and using persuasion skills and the University of Bedfordshire provides some honest and helpful suggestions in supporting and developing the skills of liaison staff in times of change.

The second section includes our regular features on disability and information literacy. It contains our disability bibliography of recent articles and reports which is now being posted monthly on the ALISS website. It also features articles from the Internet Archive on their Low Vision Project, updates from the RNIB Bookshare programme and a discussion of Accessible E-Books and copyright from Alison Davidson, Document Delivery Librarian, University of Bath. We hope you enjoy the issue.

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Developing Skills for Relationship Management: Successes and ongoing challenges

Leanne Young, Distance Services Librarian, University of Sunderland and Rebecca Carroll, Academic Liaison Librarian

This article expands upon a lightning talk given at the Relationship Management Event, 11 April 2019 at London School of Economics.

In 2018, the Liaison Librarian Team at the University of Sunderland Library adopted a relationship management approach to faculty liaison. Our awareness and understanding of relationship management was gained from the work of the Relationship Management in HE Libraries Group chaired by Michelle Blake at the University of York. A member of Library senior management team (SMT) is a steering group member which proved valuable in furthering our professional understanding in this area. The Library SMT were keen for the Liaison Team to adopt this approach in order to ensure closer alignment with University strategic priorities and provide a unified direction for the Liaison Team. Library SMT also realised the need to redefine the role of the Academic Liaison Librarians as trusted partners with academic colleagues, 'They (Liaison Librarians), offer campus more than support: they are partners and leaders, helping faculty and students to navigate a rapidly changing landscape.' (Jaguszewski and Williams 2013, p.16). This article outlines the subsequent programme of development that liaison librarians undertook to prepare for this new approach and reflects on successes so far and ongoing challenges.

University of Sunderland context

The Liaison Librarian Team as it is now was formed in 2016. Prior to this the Liaison Librarians were predominantly campus based (across the two University sites and jointly lead by a senior manager at each campus) and although there was some collaborative working and opportunities to share experiences the teams lacked strategic coordinated service-wide approach. A number of the librarians in the Team already used their own versions of action plans or annual reporting as engagement tools, but this was not a strategically directed approach.

The concept of relationship management was first explored through a World Café event attended in March 2016. This was an effective way to explore and reflect upon how we could employ a relationship management approach at Sunderland. The four themes of the World Café event were: engaging with academic staff, communicating with faculty and departments, demonstrating value and impact, and sharing information and experiences among the teams. Parallel to this thinking, the leadership of the Liaison Team was restructured as part of a wider Institutional Review and leadership responsibility centralised to one new Academic Liaison Manager. This change created an opportunity for the service to review the liaison offer and implement strategic relationship management.

Sharing the experience of academic librarians at the University of Nottingham, (Eldridge, Fraser, Simmonds & Smyth, 2016) describe their move "from a service provider model to become a trusted partner" (p.160) using strategic engagement. This description aligns with what the Liaison Team at Sunderland had in mind when discussing what relationship

management would look like at Sunderland, and what we wanted to achieve with strategic action planning. In discussing relationship management, the Liaison Librarian Team looked to colleagues at other universities who had already begun to embed it in their practice. The University of York had successfully used strategic action planning to build partnerships for several years (Blake & Gallimore, 2016), while the University of Nottingham (Eldridge et al., 2016) have used a Strategic Engagement Cycle to develop academic relationships. These examples, although useful in expanding our understanding of how relationship management can be used, describe teams with a functional structure rather than the traditional subject liaison model. The Liaison Librarian Team in Sunderland continue to use the subject liaison model with a specific librarian appointed to liaise with one or more departments. Implementing relationship management and action planning at the University of Sunderland therefore needs to align all aspects of the liaison role including collection development and teaching information literacy.

Identifying training priorities

Feedback from the World Café event helped to identify the existing skills, knowledge, and experience within the Liaison Librarian Team, and areas for further professional development. Following the World Café, a proposal paper, 'Relationship Management: next steps' was distributed to the Liaison Team. SMT worked with Liaison Librarians to identify areas for development based around five key themes and competencies. These formed the basis of LL staff development plan for 2017/18.

Theme	Competencies linked to this theme
Communication skills	Negotiation, effective communication, advocacy and persuasion (listening, understanding, rapport, influencing, open minded, consideration, clarity)
Resilience	Flexibility, adapting, self-esteem, self-confidence, resourcefulness, stress management, self-motivation, control, problem solving, integrity
Initiating and managing change, decision making	Influencing, inspiring, proactive thinking, different ways of working, managing expectation, positivity, alignment with priorities, agility, adaptability, leadership, perseverance, confidence
Team working, collaboration between colleagues and stakeholders	Building relationships, teamwork, cooperation, sharing, empathy, nurturing, high performing, collaboration, commitment, interaction, trust, knowing the common goals, confidence in your qualities
Time Management	Prioritise, planning, understanding deadlines, efficiency, organization, managing expectation, productivity, evaluating, delegating, removing distractions

Delivering the Programme

The development programme was delivered through a mix of peer-to-peer learning, external training events and conferences, external speakers, internal bespoke training and guided self-learning.

Peer-to-peer learning: The Liaison Librarian Team hold a professional practice forum which is open to all staff. A recent forum focused on ‘Switching Off and Managing Stress’ – staff shared their experiences and tips for dealing with pressure at work and tips for how to relax. It was an opportunity to discuss mindfulness and for a colleague who had been on a mindfulness course to share their experience. A further example of peer-to-peer learning is the practice of sharing Continuous Professional Development (CPD) on a Professional Sharing Blog. Staff who have attended an event, completed a course or have undertaken self-guided CPD are encouraged to reflect and share their knowledge on the blog.

External training and events: The Relationship Management for HE Conference has been a useful event for better understanding relationship management as a concept, and for exploring how other libraries are using it. A Liaison Librarian from the team has attended each Relationship Management Conference since the first in 2015.

External Speakers: Where the Team did not have the experience to share, external speakers were identified. The Liaison Team were preparing to implement action plans with Faculty and as the University of York had of experience of using action planning strategic action planning, Ned Potter, an Academic Liaison Librarian at the University of York was invited to Sunderland to speak to the Team and discuss how action planning and relationship management was implemented at University of York.

Internal training: Training and Development staff from Human Resources at the University of Sunderland facilitated a bespoke training programme which focused on effective communication skills and developing techniques to support constructive interactions with colleagues and stakeholders. This programme included sessions on stakeholder management, active listening, influencing, managing difficult conversations and resilience.

Guided Self Learning: A repository of open access materials was curated enabling self-study and reflection. Resources included Open University OpenLearn courses and FutureLearn courses. Liaison Librarians were also encouraged to identify suitable courses to meet their own training needs.

Successes

The training programme used a variety of methods and was comprehensive in what it aimed to cover. Implementing relationship management and action planning, and working together to develop and attend training has resulted in greater Liaison Team collaboration. Since adopting the Relationship Management focus the Team have developed a Liaison mission statement and agreed shared values and behaviours. Informed by best practice in the sector an action plan template was developed and a shared tool for tracking engagement introduced. The development programme built

strong foundations for Relationship Management which aligned with the move to a strategic action planning approach. The Team developed a greater awareness of Faculty activity, priorities and strategic direction. We have successfully completed one full years' action planning cycle, and are continuing to learn from the experience and review our practice. This cohesive staff development programme developed specifically for the Liaison Team has enabled a supportive learning environment and nurtured increased cross-team working.

A further success of the development programme is the creation of space for shared experiences and learning. The Liaison Librarian Team have a Professional Sharing Blog which is a vehicle for sharing knowledge for example take-aways from a development event or conference attended, or thoughts on professional reading. The blog has encouraged greater reflection on continuing professional development, and encouraged Team discussion on development experiences. The programme offered practical tools which have helped the Team when building relationships. One of the authors of this article, as the Liaison Librarian for Tourism, Hospitality and Events shared the following feedback: *"the 'spheres of influence' module we covered in the resilience workshop has really helped me to stress less about the things I've got no control over."*

Ongoing challenges for the team

The team have experienced a number of challenges throughout the training programme and subsequent implementation of relationship management and action planning. A number of the team work part time and some with smaller subject portfolios have additional responsibilities e.g. off campus support or study skills. Balancing relationship management activity with other subject liaison responsibilities is sometimes a challenge, particularly at busier times of the year. Linked to this is the challenge of maintaining self-development and reflection within the day-to-day role.

The financial cost of external events and travel has been a challenge. Our department is very supportive of development requests from librarians but like many institutions, the University of Sunderland has in recent years been tasked with finding savings which has an impact upon the staff development budget. Staff development priorities change in line with University priorities for example the focus for 2018/19 has been around a digital literacies. The challenge as a service is to maintain all staff development priorities within resource and in-line with strategic priorities.

Finally, there are still areas from our relationship management skills audit where the team need to develop further, for example the team would benefit more development on negotiation skills and how to get your foot in the door with persistent non-engagers.

Conclusion

The Liaison Team Development Programme enabled the Liaison Librarian Team to feel confident implementing Faculty Action Plans and using relationship management principles. Librarians worked with SMT to identify skills needs and the development

programme organised by SMT took into account where expertise within the team already existed. Moving towards relationship management and action planning, and the shared experiences at development sessions, encouraged discussion and collaboration. Development is an ongoing process and having completed a full year of action planning the team have a clearer understanding of future development needs.

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Group Hug: supporting the Academic Liaison Librarians team to remember who they are, what they do and why they are good

Jo Myhill, Head of Academic Liaison, University of Bedfordshire

Developing a new way of working, bringing three teams together and introducing a new service in a new building is never going to be straight forward or smooth, no matter how much planning and thinking you do.

Academic Liaison Librarians.

The University of Bedfordshire employs eight Academic Liaison Librarians (ALLs) providing 263 weekly hours of service across three main sites (Luton, Bedford, Aylesbury) and some outreach work at London School of Commerce (LSC) micro campus sites at Milton Keynes and London Bridge. The librarians operate on a subject model delivering: collection management, relationship management and information literacy teaching and support.

Study Hub: delivering academic skills

The University of Bedfordshire has three teams each with a specific remit in relation to information literacy (Academic Liaison Librarians), study skills (Professional Academic Development) and Microsoft Office (Computer Skills Trainers). These three specialisms are branded as Study Hub

Under the Study Hub banner, students can engage with academic skills learning via: targeted on course delivery, Study Hub Drop In (essentially an enquiry desk), 1 to 1 appointments and Study Hub Online.

Catalyst for change

The building a new library at the University of Bedfordshire in Luton gave the Executive management team the opportunity to bring together in one office space the three Study Hub teams.

It was hoped by bring the individuals in the three teams into one space, a “super team” could be created to focus on academic skills support delivery.

Planning meetings were held by the three heads of teams and the Director of Learning Resources and Service excellence (LRSE) before moving into the new space to discuss operational issues of merging the teams and developing the service.

This in itself as was difficult as the three heads brought with them their own styles of working and their own processes of managing and recording team activity. Negotiation and compromise was sometimes difficult as each felt their own way of working was right due to differing priorities and expectations by the University. Individual heads felt threatened and undermined that one way of working was being imposed and established relationships and practices were being ignored in the drive to move forward.

At these early planning meetings it was agreed that desk allocation would be undertaken by the three heads of service to “force” inter mingling of teams to try and meet the

objective of super team working on joint projects and aid cross team communication. It was agreed that seating arrangements would be reviewed six months after the move.

The new office environment

The forced seating approach did not (as we expected) go well and there was some resentment that free choice wasn't allowed. Individuals now found themselves sitting alongside colleagues they perhaps didn't know as well and who may have their own routines and habits.

In addition the wider role of the Academic liaison Librarians in terms of collection management and relationship management with the academic community wasn't fully understood by Professional Academic Development colleagues and the way these additional duties beyond Study Hub impacted on the physical space of the office and operationally in terms of Study Hub Drop In rota.

Additional pressure on Academic Liaison Librarians

The Academic Liaison Librarians continued to face issues of engaging academic teams in dialogue (and decision making) on library related issues and an understanding of what information literacy was and its value to delivery of the curriculum and student attainment and experience. As a widening participation institution great emphasis is placed on academic skills for retention and attainment and the PAD team were seen as dominant team to deliver academic skills in the University.

How did the team feel?

At the time of the move into the new library, I was on long term sick leave. I returned from sick leave to find a team that felt they weren't being listened too, that were being dictated too, not allowed to voice opinion or contribute to change. They felt angry, threatened, challenged, undervalued, demotivated and deskilled.

This was difficult to see in my team and I felt I had let them down and exposed them to criticism by not being there to support them.

What did I do for my team?

Reflection on comments and desktop research helped me to understand I need to boost the confidence and morale of the team. I drafted an action plan that focussed on identifying the issues, providing opportunities for team and personal development and the setting of achievable and value added personal and team objectives.

The first action was to take time to listen and allow individuals and the group to offload their frustrations, anger and fear. We set a time limit for doing this and recognised that a period of wallowing was ok, but we needed to move forward, staying static was not an option.

The second stage was to undertake team reflection and document our skills, experience, and knowledge and develop a set of values that we believed in. This reminder session helped the team to remember who they were and why they were good. Strong positive

encouragement and reinforcement from me helped to embed that feeling of “we are good”.

Already at this stage the team felt more galvanised and positive, they were being listened to and positive action to improve the situation was being undertaken.

The next stage was to focus activity on developing understanding, by communication and encouraging cross team working, raising awareness of the librarian activity with the faculty and developing knowledge and expertise of the librarians.

Understanding

The lack of understanding of each other's roles and priorities, plus the fact of lack of ownership of the situation was addressed by implementing a Study Hub best practice group. The group is owned by the three team and Heads of Service do not attend. The aim is to share knowledge, explain roles, discuss problems with delivering the service and identify solutions. These sessions have worked really well to help everyone understand each other better and allow them to tackle conflict between themselves. The recent away day to Bletchley Park for the whole team was also a success and allowed more informal getting to know you opportunities.

To further aid understanding of the varied role of the Librarians, I send regular updates to the Professional Academic Development team on what the Librarians are doing and what priorities I have set them. This has helped to explain why coverage of study Hub Drop In can be problematic and has generated a more “give and take” approach in rota swaps.

Cross team working

Team teaching is encouraged and discussion on content of teaching material has helped to explain where there is cross over on content (referencing and keywords) what the focus is on these task from the perspective of information literacy and study skills.

Raising awareness of what we do

The Academic Liaison Librarians write yearly action plans how they will supporting the academic team to deliver the curriculum in the coming year. The librarians are expected to discuss with and include the targeted Professional Academic Development activity for the courses in the subject area.

For faculty level meetings held quarterly, a Learning Resources and Service Experience (LRSE) report is written by me that includes activity by all the teams' in LRSE that is contributing to student learning and academic research.

Knowledge and expertise

Line management meetings with individual librarians have been valuable opportunities to use coaching and mentoring to review and change mind-sets on collaborative working, to identify solutions to problems. What do you think, rather than I think you should do, has empowered the team

To further develop leadership, supervision and project management skills as a team we undertake project work where one of the team will act as project leader. This has helped team members develop decision making abilities, planning, delegating and monitoring progress of a project.

As part of our monthly team meetings we have the opportunity to report back on CPD activity individuals have undertaken, have update sessions on professional or sector issue (UX design, copyright, Plan S, Open Access, TEF, REF, digital literacy). Each team member is asked to research and present a discussion paper on these topics.

Are the interventions working?

Time and communication has been a core to developing a better understanding by the teams of the teams, what they do and how they work. I feel the team now feel more confident. The update session in team meetings have developed our knowledge and the faculty newsletters are allowing us to demonstrate our skills and knowledge.

And yes, we allowed them to move desk to an arrangement that works for them.

PROOF

Practical ways to persuade & influence academics and professional staff to engage with the Library: putting into practice what we learned from the Relationship Management conference in November 2017

Alison Randall, Team Leader Academic Engagement (Job share), University of Roehampton Library

Based on a lightning talk given on 11th April 2019 at the London School of Economics

Introduction

This article outlines what I learned from a conference presentation on influencing and persuasion skills, and focuses on the practical action that we took at Roehampton after the conference. Our aim was to increase our Academic Engagement team's repertoire of tools for persuading academics to work with us for the benefit of students.

The conference

At the Relationship Management conference in Lancaster in November 2017¹, I was lucky enough to attend a keynote presentation by Dil Sidhu, an Associate Dean at Columbia University in New York. The presentation, entitled *The science of influence and persuasion for richer relationships*², presented Dil's six key principles and illustrated them with practical examples. The principles were:

1. Reciprocity	4. Commitment
2. Scarcity	5. Consensus
3. Authority	6. Liking

After the conference I shared Dil's presentation with our Academic Engagement team, then the team brainstormed ideas for putting the principles into practice. Several months later, we collated examples of what we were doing differently, and found that the team's confidence had increased. What follows is an outline of several of the examples and ideas that were produced and acted upon by the team.

1. Reciprocity

This is the concept of 'tit for tat', i.e. if we offer an academic something they need or want, they are more likely to give the library something we need.

For example, every year we seek one-to-one meetings with academics whose students have given a low score for 'Library resources' in their module evaluation survey (MES). Now, when requesting these meetings we state clearly that in return for giving us half an

¹ <https://relationshipmanagementgroup.wordpress.com/2nd-relationship-management-conference-november-2017/>

² <https://www.slideshare.net/relationship-management/dil-sidhu-the-science-of-influencing-and-persuasion>

hour of their time, we will give them some or all of the following:

- good suggestions for, and help with improving their MES scores;
- the possibility of getting better library resources;
- a library service that is more responsive to student feedback.

Another of our team's roles is to persuade academics to have training on managing their Talis Aspire online reading lists. Despite it now being mandatory at Roehampton for academics to manage their own lists, some are still reluctant. Now, when requesting half an hour of their time we offer them incentives such as:

- the provision of a 'template' reading list with sections set up for them to just populate;
- the opportunity to increase student engagement with reading through use of the Talis Aspire 'Moodle plug-in';
- the opportunity to have the training at their desk / office, thereby saving them time.

2. Scarcity

This is the concept of people wanting more of what they cannot have. It is human nature that, if we are told something is barely available, we want it more!

As mentioned above, we want our busy academics to find time for Talis Aspire training. Some of our team now run 'Lunchtime Librarian' sessions in academic office buildings. This involves sitting with a laptop and a 'Lunchtime Librarian' sign to make clear that immediate help, in situ, is available. Academics passing by will see that the Librarian is there for lunchtime only – in other words, if they don't seek help by 2pm then the chance is gone!

Dil also uses the phrase 'loss framing' to describe this tactic, i.e. "If you don't do X, you will lose Y". Another example is that of our late-June deadline for academics to update their online reading lists for the autumn term. Now, several weeks before the deadline, we send out carefully-worded communications stating that no print books will be ordered for lists which are submitted late, meaning that students will not be able to access the print books that they need when teaching starts, and will have a bad experience in that module.

3. Authority

In order to persuade someone of something, it is very beneficial to come across as an expert in the field. At Roehampton, we will soon be teaching Nursing which is a brand new subject for the University. Before seeking a meeting with the new Head of Nursing, the Engagement Librarian carried out some preparatory research. She found out about the library provision for Nursing at other institutions, and learned about the process for applying for Nursing & Midwifery Council accreditation, which would be a top priority for the new Head. Having secured a meeting, the Librarian was then able to confidently present herself as an expert in the field, and the Head was duly impressed, leading to an excellent relationship.

Of course, having qualifications is another way of demonstrating expertise. It is easy for librarians to be thought of as ‘support staff’ who are there to help. However, we now want to present ourselves as qualified colleagues who are on a par with academics and work *in partnership* with them. To this end, we describe ourselves on our web page in this way:

“Our very experienced Engagement team will work in partnership with you to enhance the library experience for students. We are your first point of contact for the library. Between us, we have 80 years’ experience in higher education within 9 different university libraries, a total of 14 degrees, 3 FHEA and 1 AFHEA.”

When possible in conversations with academics, we make mention of our investigations into good practice elsewhere, and our conference presentations. We also work towards Higher Education Academy fellowship which puts us on a par with academics.

Lastly, linked to ‘authority’ there is the concept of evidence. Naturally, academics are very attuned to the importance of *evidence* when deciding whether a task deserves their time. To that end, we have been gathering comments from students on their experience of reading lists at Roehampton, and sharing those comments during training. It is much more powerful for academics to hear students saying “I love the Moodle plug-in, it makes it much easier to find my readings” than it is for us to say it.

4. Commitment

Dil explained that if a person promises or undertakes to do something *in writing*, they are far more likely to see it through. For example, a person at a hospital desk who writes down a future appointment is more likely to attend it than someone who receives an appointment letter in the post. This is because they have committed to attend it in front of another person.

We use this principle when booking appointments with academics. Whether the agreement has been reached verbally or by e-mail, we make sure to send the academic an online appointment which invites them to click ‘Accept’ to put it into their Outlook calendar. Clicking ‘Accept’ is the equivalent of writing down the hospital appointment, and it makes them less likely to cancel.

5. Consensus

Dil explained that people often decide what to do based on what other people are doing. (You may recall the TV advertisement “Eight out of ten cat owners prefer Whiskers!”). If the ‘other people’ are respected colleagues, that is even better.

The following example relates to our work with professional services colleagues. When looking at how the Library was incorporated into the University’s paperwork for the (re) validation of degree programmes, we found that academics were typically pasting in long book lists from Word documents. For several reasons we wanted them to link to their online reading list instead, but we could not achieve this without the help of the Academic Office, who manage the paperwork. Our team happened to become aware that some academics had actually made the same suggestion to our Academic Office (AO). We saw this as an opportunity to ask the AO to meet us, and cited the comments from academics

(which gave us a consensus) as a reason to give the issue some consideration. The outcome was the first of a series of very positive meetings and the Library's role in the (re)validation process is now transformed.

Similarly, when persuading the University's Communications team to let us use the LibGuides software to set up a new library website, one of our team did a survey of our benchmark institutions which showed that the vast majority of them already use LibGuides successfully to improve the student experience. This was instrumental in gaining their approval.

6. Liking

It is true that the more we like a person, the more willing we are to do something for them! When meeting someone new, we can make ourselves likeable by identifying similarities between our lives, or by paying a compliment.

The following example relates again to our Academic Office. A few months after our first meeting, our key AO contact had left the University, potentially setting us back to square one. In order to persuade that person's replacement to meet with us, I sent a friendly e-mail which opened with a line about how helpful it had been for us build a positive working relationship with her predecessor and colleagues. This was successful.

When the new AO colleague arrived for her first meeting with us, I was able to immediately identify some similarities between us, i.e. the fact that she originated from a country that I knew well, and that her accent brought back some good memories for me. This happened very naturally in this case and of course it is not always as easy, but our team find that a bit of 'Googling' about an academic, e.g. to find about their research interests or previous workplace, can help to find things in common. Lastly, the team often suggesting meetings with academics in the café rather than in a formal setting, which encourages positive relationships.

What I have learned from all of the above is that it is possible, and very effective, to take ideas from the business world and adapt them to our HE library setting.

Exercising Your Right to Copy: Accessible E-Books and Technical Protection Measures

Alison Davidson, Document Delivery Librarian, University of Bath

Introduction

This article explores how to circumvent technical protection measures (TPM) on e-books for the purposes of making legal digital copies for either accessibility or educational use. It is based on a guest post I wrote for UK Copyright Literacy titled, 'Technical suitability, copyright concerns and accessibility'. <https://copyrightliteracy.org/2019/05/17/technical-suitability-copyright-concerns-and-accessibility/>

Any conversation about legally circumventing TPMs must begin with an appreciation for the rights of copyright holders. TPMs may inhibit learning for students and print-disabled persons, but from the point of view of rights holders, they discourage copyright breaches and prevent loss of revenue.

The needs of students, researchers, and instructors

What academic publishers fail to consider in their implementation of TPMs, is the needs of students, researchers, and instructors. These needs, particularly of students with disabilities, haven't changed over the years. What has changed is the introduction of new technologies and legislation giving support staff at HEIs the tools to meet these needs, to say nothing of helping more disabled students enter higher education.

The distinction between needs and expectations in higher education is blurred at best. Blended learning, courses with both classroom and virtual learning environments (VLEs), is now the standard expectation and courses without any online component at all are rare. The expectation from students is that readings will be readily available in VLEs, the expectation from students with print disabilities *should* be that these readings are accessible.

At the crux of this is support staff, such as librarians, disability coordinators, and library assistants, who are often the bridge between an instructors reading list and accessible, digital readings.

Accessible Platforms

It would be impossible to write about e-resource accessibility in the current climate without discussing JISC's ASPIRE Project, a digital accessibility audit for disabled persons that occurred in 2018. JISC separately audited platforms, the interface through which content is delivered, and publishers, who provide the digital file. The platform is often the initial stumbling block (JISC). For example, a study of e-journal platforms found that few score highly according to Web Content Accessibility Guidelines (Navarro-Molina, 2018). Needless to say, if a student cannot navigate the platform, they won't be able to reach the resources, no matter how accessible the digital file. In recent years, a competitor to WCAG has arisen, alternatively named; Inclusive, Universal, User-Centred Design, or Design for All. This is an approach where systems are designed in such a way that everyone can use them regardless of disability or difference.

What Makes a File Accessible?

Once a disabled student can access the material they want, they need a digital file that is accessible, i.e. has been optimally character recognised (OCR) so that colour and size are adjustable and that it will work with assistive technologies like text-to-speech (TTS) software. The ASPIRE Project identified four different formats of digital file; PDF, HTML, EPUB2, EPUB3. These can all be OCR-recognised, but unfortunately this functionality is often only present in the 'Read Online' file. Files that are 'borrowable' are generally not OCR-recognised to facilitate Digital Rights Management (DRM), a type of TPM put in place to prevent any copying. This means that reading online is often more accessible than downloading or 'borrowing' e-books. This isn't practical; readers need a constant internet connection, not taking the material to read outside or on the bus, and if the e-book model isn't unlimited user access, then once they 'leave' the book, they might not be able to re-access it. To top it off, reading online allows some copying, but still has restrictive copying limits that are often less than what extended collective licensing and legislation allow for educational exceptions, to say nothing of copying entire works for print-disabled students.

Know Your Rights and Your Users Rights

It's important to know your rights and the rights of your students so that when you run into trouble with TPMs you can point to legislation and licensing that allows you to ask for accessible files. For the purposes of this discussion, I will focus on disability and educational exceptions for higher education activities.

Exceptions to copyright can be found in the Copyright, Design and Patents Act 1988 (CDPA) and include a series of amendments made in 2014 for archives, education, research, short extract use, extended collective licensing (ECL), and orphan works and in 2018 when the Marrakesh Directive was harmonised into UK law.

Copyright Legislation and Licensing

The full spectrum of higher education activities are covered by the 2014 amendments; academics can use text and data mining in their research, university archives can create preservation copies, and lecturers can copy extracts for their students. Section 36, 'Copying and use of extracts of works by educational establishments' is an educational exception that allows staff to copy up to 5% of a work in a 12 month period for the purposes of non-commercial instruction, but this doesn't line up with the current state of TPM. For example, electronic journals rarely restrict copying at all, let alone to 5% of an issue, but some e-book platforms restrict copying to an amount below 5%. The situation is further complicated by another 2014 amendment, Section 116B, 'Extended collective licensing', which allows licensing bodies to grant copyright licences on behalf of rights holders. In the UK, the Copyright Licensing Agency (CLA) grants a Higher Education (HEI) Licence that extends copyright limits from many publishers from 5% to 10%, or a single article or chapter from a work, whichever is more. At this point, short of ringing up the publisher and demanding a copy of a page range, the quickest solution is to spread the print allowance between staff.

If support staff struggle to copy 5% or 10% of an e-book, then copying a whole work to create an alternate format for a disabled student is impossible without DRM-removal

tools, even though the law gives us that right. Section 31B, 'Making, communicating, making available, distributing or lending of accessible copies by authorised bodies', allows authorised bodies, such as academic libraries, to create accessible copies for disabled persons as long as they have legal right to the material. Until the Marrakesh Directive was harmonised into UK law in October 2018, authorised bodies could only do this if there wasn't a commercially available version available. The Directive removed this requirement, but it hasn't lessened TPM, we still have to ask publishers for accessible files if the e-book isn't suitable. What *has* done is freed staff to create accessible copies from print material as an alternative.

The CLA's HEI Licence has been renegotiated recently and it now reflects changes made to the CDPA in light of the Marrakesh Directive. One such change is the removal of the clause prohibiting scanning from a print work if the institution also has a digital copy (Bennett, 2019)¹. This clause was usually rendered unenforceable in most instances anyway as another clause allowed scanning from a print or digital copy if the digital copy was deemed not technically suitable for purpose.

Conclusion

Knowing that both extended collective licences and legislation allows us to copy from our collections for educational and disability exceptions gives support staff the backing we need to push for more flexible TPMs and DRM-free e-books. Unfortunately, losing the commercial availability requirement may have unintentionally caused accessible publishing to slide back a step as it was the motivation for publishers to produce accessible e-books. Hopefully the Marrakesh Directive represents a prioritisation of the needs of print-disabled users and if this results in loosening of TPMs then, in the true spirit of Design for All, educational institutions will benefit.

References

- Bennett, J. (2019, 18 June) Introducing the New CLA Higher Education Licence. The Copyright Licensing Agency. Retrieved from <https://www.cla.co.uk/blog/higher-education/new-he-licence>
- Navarro-Molina, C. (2018). Study of the accessibility of a sample of scientific electronic journal publishing platforms. *Online Information Review*. 42(3), 387. Retrieved from <https://www.emeraldinsight.com/doi/abs/10.1108/OIR-04-2016-0107>
- JISC. Accessibility statements promoting improved reading experience (ASPIRE): Supporting members in supporting disabled students. Retrieved from <https://www.jisc.ac.uk/rd/projects/aspire>

¹ *As long as it isn't Copyright Clearance Center material.*

Internet Archive's Low Vision Project

Ashley Ray

The Internet Archive is a non-profit digital library founded by Brewster Kahle in 1996 with the mission to provide "Universal Access to All Knowledge." The organization seeks to preserve the world's cultural heritage and to provide open access to our shared knowledge in the digital era, supporting the work of historians, scholars, journalists, students, the blind and those with disabilities that impact reading, as well as the general public.

The Internet Archive's digital collections include more than 45 petabytes of data: 330 billion web pages, moving images (2.8 million films and videos), audio (4.5 million recordings, including 180,000 live concerts), texts (20 million texts including 3.5 million digital books), software (200,000 items) and television (1.6 million news programs).

Each day, more than one million visitors use or contribute to the Archive, making it one of the world's top 300 sites. The Internet Archive is creating new models for digital conservation by forging alliances with more than 600 libraries, universities and national archives around the world. The organization also champions the public benefit of online access to our cultural heritage and the import of adopting open standards for its preservation, discovery and presentation.

Low Vision Project

The Low Vision project aims to increase use of the 1.8 million free books in our Print Disabled Collection for those that have a disability that interferes with reading printed text. To get access to these books, our approach is to have partners, or Qualifying Authorities, confirm that individuals are qualified for disability access. Qualifying Authorities are organizations (or individuals) that work closely with communities of people with disabilities, and usually are already involved in verifying or qualifying individuals for access to services.

As a qualified authority, you will be expected to sign up students for direct access to materials. This will mean learning the (very simple) administrative interface to register an archive.org login onto your list of qualified users. It may also mean helping the student through the creation of an archive.org login and assisting them in learning how to find and access materials on the archive.org or openlibrary.org web site. You will also be asked to join a list-serve that will facilitate communication to all pilot participants. Finally you will be asked to participate in very short surveys to allow us to get a sense of how things are going.

Available Formats

At this time, direct user access is constrained to either in-browser reading (using magnification or read-aloud tools), or "instant lending" which allows for the download of books using an industry-standard DRM system (Adobe Content Server -- ACS). Downloaded files (ACS-encrypted EPUB or ACS-encrypted PDF) can be opened using Adobe Digital Editions (ADE), the Aldiko reader, or (soon) the SimplyE reader.

The most common scenario where a student with disabilities can benefit from this program will be for a student with dyslexia or other learning disability to immediately access texts that are needed for course work or research. With over 1.8 million books, including thousands of textbooks, there is a very good chance that on their own they will be able to find and make use of materials in the Internet Archive collections. In this case, a Qualifying Authority (QA) will support that access by registering the student for direct disability access.

If the case of students with visual impairments (including blindness), it is probably more useful for the Qualifying Authority to request specific materials from the Archive, for the QA to download the materials and reformat them to meet the student's needs. This is for two reasons:

1. Currently, the Internet Archive website is not fully accessible for visually impaired users. We are working on it, but until it can be completely and easily navigated, a sighted intermediary will be helpful
2. For individual users, disability access provides instant access to a "controlled digital loan" of the materials, not the ability to download the source digital files (that type of access is provided to QAs). With a controlled digital loan, a user can read the materials online through a web browser, can magnify the text, or can download the file and access it using Adobe Digital Editions. All of these tools work well for fully or partially-sighted users...but they are difficult for users severely impacted by a visual disability.

Additional Remediation

If in-browser reading or the ACS-encrypted files won't work for an end user, a Qualifying Authority (NOT the end user) may request that Internet Archive provide digital files that can be further remediated into a format that works for that user.

To request the digital "source" files for a book, the QA will need to submit the request to the Internet Archive using a specific link from their admin screen. At this time, Internet Archive can only fulfill requests from organizations that have signed up for the program and which are able to demonstrate that they already have a process to remediate texts for readers with disabilities.

Signing Up

If you are interested in becoming a Qualifying Authority as part of our Low Vision project, you can read more details about the program and sign up using the form link at the bottom of the page here: <https://bit.ly/2SYbUI5>

RNIB Bookshare

Stacey Scott, RNIB

RNIB Bookshare and the Charity Awards

We are delighted to announce that RNIB Bookshare has been shortlisted for the charity awards 2019: <https://www.rnibbookshare.org/cms/rnib-bookshare-shortlisted-charity-award-2019-press-statement-8-may-2019>

With a massive thank you to the team and all who support us, we are delighted to have the chance to better promote this service to students with a print-disability. A special 'thank you' to Huw Alexander, from TextBox, who acted as referee and long-term champion!

Charity Awards judge Andy Pitt described it as a "highly effective project" that had deliberately been made free to the user, while Lynne Berry was it was "quite transformational".

"For these kids to have access to the same education and culture that all the other kids have, and not be years behind, is wonderful," she said.

Cathy Phelan Watkins said it was a "really exciting project that's now going global".

"I like these relationships with the commercial world," she said.

Petra Ingram said the cost-effectiveness of Bookshare was huge.

Thanking our amazing volunteers

We couldn't do half of what we do, if it wasn't for our amazing volunteers. I would like to take this opportunity to say a massive 'thank you' for all that they do to support our service and our learners with disabilities. We invited one of our most dedicated volunteers to share her story, and she did:

"You can be sure that giving your time will enrich another person's life in ways that you cannot fully imagine"

Debbie volunteers for 15 hours every week.

Find out more: <https://www.rnibbookshare.org/cms/volunteering-stories>

Our new parents support pages

We wanted to provide, a place for parents to find out how they can best support their children in the classroom and at home. Find Q&As, as well as inspirational stories here: <https://www.rnibbookshare.org/cms/parents-information>

Learners and parents say ...

"RNIB Bookshare has been such a positive influence on him, he is bright, but was being held back by his access to the resources he needed." Parent of GCSE student

"I spent the majority of my first term suffering in silence, reading all my resources by

eye, getting tired, frustrated and spending a lot of time trying to read. Bookshare was my saviour, I was able to download PDF text versions which were compatible with my text to speech software.” University graduate

Growing our collection

We have seen RNIB Bookshare partnering with some wonderful publishers; growing our title collection past an amazing 227,000 titles.

In the final week of May, we welcomed:

- Hachette UK
- Wordcatcher Publishing
- Pluto Press and
- John Hopkins University Press

Four of the latest publishers to partner RNIB Bookshare, to make their content available and accessible to those who struggle to read print. This will bring our number of automated feeds to 31, including; Bloomsbury UK and US; Chelsea Green; Elmwood; Emerald Group; Hachette Childrens; Hodder Education; Jessica Kingsley; Kogan Page; Oberon Books; Packt Publishing; Pan MacMillan; Pearson (schools); Penguin Random House; Policy Press; SageUK; Springer Nature; Taylor and Francis; and Wiley UK.

All of whom have joined us to provide their content via automated feeds. As well as many University Presses, including Cambridge, Oxford, Princeton, Harvard, Michigan, Edinburgh, Bristol and Manchester. We have over 700 publishers and imprints currently working with us supplying their content and we are hoping to add even more to this list over the summer, with

- Harper Collins and
- McGraw Hill

content being added in the coming weeks. We will also continue to work with publishers to secure backlists, where possible, and to ensure they continue to send new materials.

Key Performance Indicators

We are delighted that the number of people (especially learners) using the service continues to grow:

- Members= 15,731
- Staff= 10,972
- Organisations=7,035
- Downloads= 178,331
- Titles=227,000

Dolphin EasyReader

RNIB has recently partnered with Dolphin Solutions to provide a free, easy and accessible way of accessing RNIB Bookshare on the go, with the EasyReader app for iOS and

Android: <https://yourdolphin.com/en-gb/products/individuals/easyreader-app>

free EasyReader now provides reading support for both EPUB and PDF titles downloaded exclusively from RNIB Bookshare. Teachers can easily assign books from the RNIB Bookshare collection, to the reading lists of print-disabled pupils. Children and students can then use EasyReader to download and read these titles in the way that best suits them:

“No blind or partially-sighted pupil or student should be without this - accessible educational literature combined with top tech.” Allan Russell of RNIB Connect Radio

““I can’t fault it, which is rare. Easily one of the best free apps for VI folks. Extracting text from anywhere & reading it with ease. This app has made a real difference already.” Marc Gulwell, Android user

We held our first, in what we hope will be, a long line of webinars – to demo using RNIB Bookshare with the Dolphin EasyReader app. The session was recorded and I will share the link when it is ready.

iPads and Orbit Readers

RNIB has also partnered with VICTA Children, to provide iPads and Orbit Braille Readers to young people with sight loss, living in the UK, for 10% of the normal retail value.

iPads are available to those who meet the above criteria and who are aged between 11 and 25 years. Orbits are available under the criteria and to those aged 8 to 25 years old.

To find out more and to apply, please visit: <http://www.victa.org.uk/grants/> or call on 01908240831

A wonderful learner story

Finally, a huge ‘thank you’ to Charlie, who shared his story of using RNIB Bookshare with us. It is so important for us to hear from learners, so that we can get it right. Stories like Charlie’s are so inspiring and mean a lot to us:

“It would have been almost impossible if I didn’t have RNIB Bookshare. I’m doing my GCSE’s at the moment and being able to come home and revise independently has been a massive help for me.”

“It’s being able to work as independently as possible and I think that’s what Bookshare gives any visually impaired student the ability to do.”

<https://www.rnibbookshare.org/cms/charlies-story>

Keeping in touch

We are keen for our customers to know that we do have a dedicated team, who are always happy to answer your queries. Please do contact us if you need any support:

Email: bookshare@rnib.org.uk

Telephone: 03003038313

Please do follow us on Twitter, @RNIB Bookshare or follow us on Facebook:

<https://www.facebook.com/RNIBBookshareUK/>)

We are always keen to hear your feedback and would most welcome any comments or feedback for our storyboard: <https://www.rnibbookshare.org/cms/our-stories-board>

Thank you

The RNIB Bookshare Team

PROOF

Disability- Higher Education, Libraries, Teaching and Learning. Bibliography – May/June 2019

Heather Dawson

Stigma

Moeller, C. (2019).

Disability, Identity, and Professionalism: Precarity in Librarianship.

Library Trends, 67 (3) 455-470,

Abstract: Although the field of disability studies has examined disability across many contexts, the experience of library workers remains largely unexamined. Library literature tends to focus on the experiences of library users, rather than address the structural inequities in the profession itself. In the United States, current conversations within higher education and academic librarianship around resilience and professionalism create additional barriers to inclusion and exclude the lived experiences of those with disabilities. Additionally, existing processes designed to address disability treat its existence as a problem in need of a solution, and in doing so, further contribute to the workplace precarity experienced by library workers. Instead of maintaining existing systemic barriers and perpetuating an ableist professional ideal that places responsibility on the individual to be resilient, libraries and library workers need to redefine professionalism, minimize the stigma associated with any type of disability, and reduce precarity for disabled library employees. Only then can libraries and library workers focus on equity and inclusion for all. [ABSTRACT FROM AUTHOR].

Teaching and Learning Policy

Conley, S; Ferguson, A; Kumbier, A (2019).

Supporting Students with Histories of Trauma in Libraries: A Collaboration of Accessibility and Library Services.

Library Trends, 67 (3), 526-549

Abstract: This paper explores methods for building relevant, accessible academic services in the context of a liberal arts college with a growing population of students with psychological disabilities. This work is situated in a learning commons, where academic-support programs, including accessibility services and library services, work collaboratively with a shared goal of getting students to access support earlier and more often in their college careers. The college is home to many students who identify as holding marginalized identities, including those who are LGBTQ+, disabled, students of color, and/or international students, and are thus particularly susceptible to discrimination (Roberts et al. 2010; Seng et al. 2012; Ellis, n.d.; Harrell 2017; Coulter and Rankin 2017; Polaris, n.d.; Proctor, Semega, and Kollar 2016). In consultations with staff, students often name past academic experience as an underlying cause for academic struggle. Exploring this connection, staff observed that histories of trauma and marginalization can make it difficult for students to trust staff and have positive academic experiences. Through action research, the authors developed methods to better support students, including those with histories of trauma. The authors share their methods and suggestions to support readers interested in bringing this work into their communities. [ABSTRACT FROM AUTHOR].

Doyle, J. (June 28, 2019).

Being labelled as disabled (or not) at university. (Blog post).

Retrieved from: <https://abilitynet.org.uk/news-blogs/being-labelled-disabled-or-not-university>

Abstract: The Disabled Students' Allowance (DSA), is a UK Government grant which provides support to disabled students in higher education, playing a huge role in breaking down barriers and levelling the playing field.

ADHD

Lester, E.; Murrell, A. (2019).

Mindfulness Interventions for College Students with ADHD: A Multiple Single Case Research Design.

Journal of college student psychotherapy 33 (3) 199-220

Abstract: A multiple single case research design (SCRD) was used to examine two mindfulness interventions (MBSR and Vipassana meditation). Impacted symptoms of Attention Deficit Hyperactivity Disorder (ADHD), psychological distress, mindfulness, and treatment satisfaction in college students were examined via single subject and group analyses. Results indicated that 57% of the seven-person sample evidenced decreases in ADHD symptoms, 72% decreased in distress, 72% increased on the trait measure of mindfulness, and treatment satisfaction was high. Clinical implications and future directions are discussed.

Nankoo, M.; Palermo, R.; Bell, J.; Pestell, C. (2019)

Examining the rate of self-reported ADHD-Related traits and endorsement of depression, anxiety, stress, and autistic-like traits in Australian university students.

Journal of attention disorders 23 (8), 869-886.

Abstract: Objective: To investigate the rate of ADHD-related traits among young adults in an Australian university, and to examine whether higher endorsement of ADHD-related symptoms is associated with self-reported symptoms of depression, anxiety, distress, and autistic-like traits. Method: In total, 1,002 students aged 17 to 25 years completed the Conners' Adult ADHD Rating Scale (CAARS), the Depression, Anxiety, and Stress Scale (DASS), and the Autism Quotient (AQ). Results: About 17.3% of students reported "at-risk" levels of ADHD-related symptoms. Regression analyses revealed that CAARS scores explained unique variance in self-reported levels of depression, anxiety, stress, and autism-related traits. Conclusion: The rate of self-reported ADHD symptoms is higher in Australian undergraduate students than that reported in previous studies using the CAARS to investigate rates of diagnosed students. Problems with self-concept accounted for the most unique variance in DASS subscale scores. Hyperactivity/restlessness and inattention/memory problems accounted for the most unique variance in AQ-Social and AQ-Attention-to-Detail scores, respectively.

Nelson, J M.; Lovett, B J. (2019).

Assessing ADHD in college students: integrating multiple evidence sources with symptom and performance validity data

Psychological assessment 31 (6), 793-804

Abstract: Prior research supports the use of multiple types of evidence from multiple sources when assessing ADHD in adults. However, limited research has examined how to best integrate the resulting set of data into a well-supported diagnostic conclusion. Moreover, clients sometimes overreport symptoms or display low effort on performance tasks, further complicating the interpretation of assessment data. The present study examined self-ratings and observer (e.g., parent) ratings of symptoms as well as performance task data from 514 postsecondary students assessed for ADHD at a university-affiliated clinic. Observer ratings were more reliable than self-ratings and were more likely to be corroborated by other data. The 2 types of ratings showed moderate to large relationships with each other as continuous variables ($.32 < r < .52$) while agreement around categorical symptom cutoffs was slight or fair ($.12 < k < .32$). Both types of ratings showed only small relationships with a performance test designed to assess ADHD symptoms. Approximately half of the cases in the sample had at least 1 piece of potentially noncredible data (suggesting potential symptom overreporting, inconsistent responding, or inadequate effort). Requiring ratings from multiple informants (as opposed to a single informant) of clinically significant symptoms for a diagnosis substantially reduced the effect of noncredible data, while also reducing the number of diagnoses by approximately half. Implications of these and other findings for practice and future research are discussed.

Oguchi, M; Takahashi, F. (2019).

Behavioral inhibition/approach systems constitute risk/protective pathways from ADHD symptoms to depression and anxiety in undergraduate students

Personality and Individual Differences 144; 31-35

Abstract: Despite the strong positive association between attention-deficit/hyperactivity disorder (ADHD) and depression or anxiety, little is known about the underlying mechanism that links ADHD symptoms to internalizing problems. We aimed to examine the contribution of behavioral inhibition/approach systems (BIS/BAS) in explaining ADHD symptoms, depression, anxiety, and their relationships. A sample of Japanese non-clinical undergraduate students ($N = 419$) completed the BIS/BAS Scales, Adult ADHD Self-Report Scale, Patient Health Questionnaire-9, and the Generalized Anxiety Disorder-7 Scale. Spearman's partial rank correlation coefficients were calculated to describe the direct association between each of the measured variables. Mann-Whitney's U tests were conducted to compare ADHD symptoms and internalizing problems according to BIS and BAS activation. The results indicated that, although the simple correlation between inattention and anxiety was positive, it turned negative when the BIS was controlled for. Hyperactivity/impulsivity showed a simple positive correlation with all three BAS components: reward responsiveness (RR), drive, and fun seeking (FS). The RR showed negative partial correlation with anxiety. Furthermore, Mann-Whitney's Utests in the high-BIS group indicated that the high-BAS RR group exhibited less depressive symptoms compared with the low-BAS RR group. Further research focusing on interaction of environmental-social factors and neuro-biological factors are required.

Shah, D (2019, May 15)

ADHD: 'The web comics that show what my life is like' (Blog post).

Retrieved from <https://www.bbc.co.uk/news/health-48146166>

Abstract: When Dani Donovan wanted to show her colleagues what life was like for her as someone diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), she never thought her sketches would lead to a series of web comics with a celebrity fan base.

Autism

Doyle, J (2019, May 14).

Google hacks for people with Autism [Blog post]

Retrieved from <https://abilitynet.org.uk/news-blogs/google-hacks-people-autism>

Abstract: On 2nd April 2019, as part of World Autism Awareness Day, the United Nations hosted a conference on the role of affordable assistive technologies in breaking down these barriers “to their participation on an equal basis with others” in day-to-day life. Free, multiplatform and accessible word processors like Google Docs are a great example of the ways in which technology can make a difference and help people to achieve their goals.

Gurbuz, E.; Hanley, M.; Riby, D. (2019).

University Students with Autism: The Social and Academic Experiences of University in the UK

Journal of Autism and Developmental Disorders, 49(2) 617-631

Abstract: The number of university students with autism is increasing, and it is crucial that these students can access adequate support. An online questionnaire was completed by 26 autistic students and 158 non-autistic students enrolled at UK universities to investigate social and academic experiences. Autistic students self-reported significant challenges and more mental health difficulties than non-autistic students. Significant challenges focused on the social components of university life, including social skills, social support opportunities, and levels of ASD awareness from others. Many strengths were also reported regarding academic skills of autistic university students. Importantly, there were more thoughts of withdrawal by the students with autism highlighting the need for support. These data can inform university student support services.

Sutton, H.(2019).

Students with autism not getting needed job resources.

Disability compliance for higher education, 24 (12),9. DOI: 10.1002/dhe.30672

Abstract; People with autism spectrum disorder, particularly students and adolescents, are not receiving the assistance to which they are entitled from a government program designed to help individuals with disabilities land jobs. That finding comes from a study published in the *Journal of Autism and Developmental Disorders*, which also found that access to vocational rehabilitation resources for individuals with disabilities, and

in particular individuals with autism spectrum disorder, varied widely by state. The vocational rehabilitation program, funded by both state and federal funds, offers resources to help individuals with disabilities find a job and support for those in the workforce already.

Assistive Technology

AbilityNet (2019).

Training on Inclusive Technology for Students webinar materials.

Retrieved from: <https://abilitynet.org.uk/webinars/free-training-inclusive-technology-students>

Abstract. On our webinar Lizi Green from AbilityNet identified some of the common barriers to learning encountered by students and shared the free and low cost technology we recommend for helping students (and anyone else) to overcome these challenges.

Doyle, J (2019, May 15).

Use Microsoft Office with confidence - accessibility hacks for students #GAAD [Blog post]. Retrieved from <https://abilitynet.org.uk/news-blogs/use-microsoft-office-confidence-accessibility-hacks-students-gaad>

Abstract: Universally designed digital services enable all of us to fulfill our potential, but for those with specific access needs it is essential to make certain tasks possible. To mark Global Accessibility Awareness Day on Thursday 16th May 2019 we are sharing a series of ways Microsoft's in-built accessibility features reflect their mission "to empower every person and every organisation on the planet to achieve more", in particular disabled students dealing with deadlines and exams this time of year.

Doyle, J (2019, June 7)

Four game-changing apps every student needs at university [Blog post].

Retrieved from <https://abilitynet.org.uk/news-blogs/four-game-changing-apps-every-student-needs-university%C2%A0>

Henke, A (2019, 11 February).

Using persona profiles to test accessibility. [Blog post]

Retrieved from <https://accessibility.blog.gov.uk/2019/02/11/using-persona-profiles-to-test-accessibility/>

Abstract: In 2017, the Accessibility Team at the Government Digital Service (GDS) created accessibility personas to highlight common barriers faced by people with particular conditions and provide tips on how to design for them. These user profiles are used by teams such as user researchers and developers to create services that are accessible to all. For instance, there is a persona for Pawel, a user with Asperger's and one for Simone, a dyslexic user.

Deaf Students

Torres, F. (2019).

Facing and Overcoming Academic Challenges: Perspectives From Deaf Latino/a First-Generation College Students.

American Annals of the Deaf, 164 (1) 10-36,

Abstract: The author examined the experiences of first-generation Latino/a college students who graduated from college and those who did not graduate. It was found that the first-generation deaf Latino/a college graduates in the study had similar experiences growing up, attending high school, and attending college to those of first-generation hearing Latino/a college students. These experiences related to parents' education levels, the linguistic environment at home, parent-school interactions, preparation for college, and stress related to minority status. Data from the participants' interviews revealed other variables that possibly contributed to their academic success in college. These variables included having the expectation that they would pursue higher education; establishing goals; taking advantage of support services; and possessing the personal characteristics of assertiveness and independence. The author also describes how the study participants faced and overcame the academic challenges common to first-generation Latino/a college students. [ABSTRACT FROM AUTHOR].

Dyslexia

Doyle, J. (June 24, 2019)

How can DSA help students with dyslexia? [Blog post].

Retrieved from: <https://abilitynet.org.uk/news-blogs/how-can-dsa-help-students-dyslexia>

Wellbeing/ Mental Health

Blasco, M. et al (2019).

Suicidal thoughts and behaviors: prevalence and association with distal and proximal factors in Spanish university students.

Suicide & life-threatening behavior, 49 (3) p881-898.; DOI: 10.1111/sltb.12491

Abstract: Objective. We report on the prevalence of suicidal thoughts and behaviors in Spanish university students and their risk and protective factors (distal/proximal; individual/environmental). Methods- First-year university students completed an online survey including Self-Injurious Thoughts and Behaviors Interview (SITBI) items, the screening version of the Columbia-Suicide Severity Rating Scale (C-SSRS) along with adversities and positive relationships during childhood/adolescence, recent stressful experiences, and lifetime mental disorders. Nested logistic regression models were estimated and areas under the curve (AUC) compared. Results- A total of 2,118 students completed the survey (mean age = 18.8 [SD = 1.4] years; 55.4% female). Twelve-month prevalence of suicide ideation (SI) was 9.9%, plans, 5.6%, and attempts, 0.6%. Risk factors of 12-month SI were as follows: parental psychopathology (OR = 1.7, 95% CI 1.2–2.5); sexual assault

(OR = 5.6, 95% CI 1.4–22.1); lifetime mood disorder (OR = 5.2, 95% CI 3.5–7.7); and lifetime anxiety disorder (OR = 1.7, 95% CI: 1.1–2.5). Childhood positive relationships protected from SI were as follows: peers/others (OR = 0.6, 95% CI 0.4–0.9 for the second highest tertile) and family (OR = 0.4, 95% CI 0.3–0.7 for the highest tertile). AUC of the final model was 0.82 (SE = 0.015). Conclusion Our results indicate a high prevalence of SI among Spanish university students and identify protective and risk factors from a comprehensive conceptual model.

Hewitt, R. (2019)

Measuring well-being in higher education (HEPI Policy Note 13)

Retrieved from: <https://www.hepi.ac.uk/2019/05/09/measuring-well-being-in-higher-education/>

Abstract: In this new Policy Note, Rachel Hewitt, HEPI's Director of Policy and Advocacy, highlights the need to distinguish between mental health and well-being and calls for more comprehensive data to be made available on the well-being of all those work and study at universities.

Key points:

- The conflation of mental health and well-being is not helpful for tackling either low levels of well-being or supporting those suffering mental ill-health,
- We therefore need to collect data on both well-being and mental health separately,
- We need to collect more comprehensive information on the well-being of those who work and study in UK universities. The lack of any information on staff well-being should be tackled urgently. Consistent information should be collected on applicants, students and graduates, so we can better understand the impact that the university experience has on the well-being of individuals.

Hinojosa, Y, Vela, J. (2019).

The Role of positive psychology, cultural, and family factors on Hispanic/Latino college students' depressive symptoms and subjective happiness.

Journal of Hispanic higher education. 18 (3) 206-224. DOI: 10.1177/1538192717734287.

Abstract: This study examined how presence of meaning in life, search for meaning in life, hope, gratitude, enculturation, and family influenced Hispanic/Latino college students' depression and subjective happiness. The first regression model showed that hope, presence of meaning in life, family, and search for meaning in life were related with depression. The second showed that gratitude and presence of meaning in life were related with subjective happiness. Findings and recommendations for counselors and higher education professionals are provided. [ABSTRACT FROM AUTHOR].

Kotera, Y.; Conway, E.; Van Gordon, W. (2019).

Mental Health of UK University Business Students: Relationship with Shame, Motivation and Self-Compassion

Journal of Education for Business, 94 (1), 11-20

Abstract: There is growing awareness of mental health problems among UK business students, which appears to be exacerbated by students' attitudes of shame toward mental

health. This study recruited 138 UK business students and examined the relationship between mental health and shame, and mental health and potential protective factors such as self-compassion and motivation. A significant correlation between each of the constructs was observed and self-compassion was identified as an explanatory variable for mental health. Shame moderated the relationship between self-compassion and mental health. Integrating self-compassion training into business study programs may help to improve the mental health of this student group.

Mackie, S. (2019)

Contribution of the Doctoral Education Environment to PhD Candidates' Mental Health Problems: A Scoping Review

Higher Education Research and Development, 38 (3), 565-578

Abstract: Recent research into the mental health of PhD candidates suggests that their high levels of stress could be caused in part or exacerbated by aspects of the doctoral education environment. However, the particulars of this environment have not been explored in consistent enough ways to provide a clear way forward for universities to respond to this issue. This article presents a systematic scoping review of the recent literature on this topic with the aims of collecting and consolidating the heterogeneous range of findings therein and providing a framework to coordinate further research and inform intervention design. Factors shown by the literature to contribute to stress in doctoral settings are presented, including problems in the supervisory relationship, lack of transparency of university processes, workload, role conflict, financial insecurity and uncertain career prospects. Analysis of the review sample indicates four main themes in this body of literature: shifting ideas about the range of environmental stressors and the relationships between them, a paucity of trialled interventions that target the range of known stressors, a lack of standardisation in instruments used for capturing the effects of stressors and evaluating interventions and finally, a need for comprehensive, agreed upon typologies - to integrate what is known about the issue and prioritise interventions. This article proposes guidelines to address these deficiencies, based on an ecological understanding of the doctoral research setting.

Minahan, J. (2019)

Building positive relationships with students struggling with mental health.

Phi Delta Kappan 100 (6)56-59. DOI: 10.1177/0031721719834030.

Abstract: Teachers today work in classrooms where a large proportion of students have mental health disorders. Yet, because these teachers lack training in mental health issues, they often react to these students in ways that cause them to shut down or escalate their aggressive behavior. Other teachers, however, seem to intuitively understand how to connect with these students. Behavioral analyst Jessica Minahan suggests that the strategies these teachers employ be treated as accommodations, similar to those provided for students with other special needs. Carefully articulating and writing down these interaction strategies will enable adults throughout the school to create personal connections that help students with mental health issues access the curriculum, instead of disengaging or being sent out of class for behavior they cannot control.

Newhart, S; Mullen, P; Gutierrez, D.(2019).

Expanding perspectives: systemic approaches to college students experiencing depression.

Journal of Counseling & Development, 97 (3) 260-269 DOI: 10.1002/jcad.12266

Abstract:Family and peer systems significantly influence college students' mental health. Nevertheless, many clinicians use treatment models that fail to consider multiple factors from different systems of individuals' lives. The authors discuss research highlighting the influence of students' systems on their mental health, specifically depression. Next, they provide a brief introduction to systems theory and approaches and use 2 case illustrations to present systemic approaches for treating students with depression. Implications for future research and practice are discussed. [ABSTRACT FROM AUTHOR].

Stocker, S. (2019).

Alleviating Anxiety and Altering Appraisals: Social-Emotional Learning in the College Classroom.

College Teaching 67(1) 23-35, DOI: 10.1080/87567555.2018.1515722

Abstract: Most college students experience stress and an increasing number also experience anxiety. This stress and anxiety has negative impacts on academic performance, as well as psychological well-being. In the K-12 setting, social-emotional learning (SEL) interventions have been consistently associated with improvements in outcomes related to stress and anxiety. However, little to no research has been conducted on effective ways for college instructors to help students in this area utilizing SEL. We developed a semester-long SEL program as an easy-to-implement and scientifically driven program to address this striking void. In statistics courses at two separate institutions (N = 46), students completed weekly activities that fostered SEL-based skills and mindsets conducive to alleviating anxiety and appraising stressors in a productive manner. In our exploratory analyses, we empirically assessed the efficacy of our program utilizing a number of pre- and post- measures, including stress appraisal and various dimensions of anxiety. Significant improvements were noted in students' ability to appraise stressors as positive challenges, rather than threats. Noteworthy improvements were also seen in students' ability to recognize the resources available to help them cope with stressors, as well as decreases in math anxiety. These preliminary findings demonstrate that SEL programs implemented in a college setting have the potential to impact students' psychological well-being and, in turn, their academics. [ABSTRACT FROM AUTHOR].

Straud, C.L.; McNaughton-Cassill, M. (2019)

Self-blame and stress in undergraduate college students: the mediating role of proactive coping.

Journal of American college health. 67 (4)367-373. DOI: 10.1080/07448481.2018.1484360.

Abstract: Objective: This study aimed to examine the mediating relationship of proactive coping on self-blame and stress among US undergraduate college students. Participants: The sample of undergraduate college students (n = 261) were recruited through their Introduction to Psychology course and registered for the study through a research-based computer program utilized at the university in the fall 2010 and spring 2011 semesters.

Methods: Participants voluntarily completed a battery of self-report questionnaires that measured self-blame, proactive coping, and stress. Correlation and regression-based mediation analyses were utilized to address the study objectives. Demographic differences were explored using comparative analyses. Results: Proactive coping was identified as a mediator between self-blame and stress. Correlation analyses revealed self-blame, proactive coping, and stress were interrelated with one another. Ethnicity differences were observed on proactive coping. Conclusions: Proactive coping mediated the relationship between self-blame and stress and was negatively related to the other included behavioral constructs.

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