

ALISS Quarterly

Association of Librarians and Information professionals in the Social Sciences

Special issue:

Promoting wellbeing in Libraries

Well-being

Delivering a library walking tour for members
of the public at The King's Fund

Supporting community wellbeing in an integrated
public and university library at the Hive

The Reading Group at Teesside University

Developing inclusive Collections

Discovering women in the collections
at The Royal United Services Institute

The 'Pioneering Women' in the archive
of the Royal Society of Sculptors.

Disability

Neurodiversity strategies in Higher Education; Northern
Collaboration Enabling Group Update, Disability higher
education, libraries, teaching and learning bibliography.

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Editorial

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Disability higher education, libraries, teaching and learning bibliography.

Heather Dawson.

PROOF

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 wellbeing in libraries. It is based on ALISS Summer Conference 2019.

Promoting Well-being in Libraries: Practical Advice on Planning and Marketing Events for our Staff and User Communities which was held in London in August 2019.

The morning presentations gave overview of best practices for libraries and considered some examples of planning events in an academic Library setting and a location involving students and members of the wider public.

Mental Health and Wellbeing: The Role of Libraries. Claire Smith, Keele University gave a summary of the mental health and wellbeing agenda, the responsibilities of libraries and highlights of some of the best practice across the sector.

The Hive Mind: Supporting Community Wellbeing in an Integrated Public and University Library. Madalene George & Emma Campbell, University of Worcester Library Services.. This session focused on two wellbeing initiatives: a year-round Study Happy programme, aimed at university and local GCSE, sixth form and further education students, and a one-off series of mental health events delivered by the University's staff mental health network for a public and university audience. It explored the design, delivery and impact of these. The points are expanded in full in the article in this issue.

The afternoon speakers focused upon planning events for staff and the wider user community.

Pills, Skills and Toothaches: Planning a Library Walking Tour for Staff and Members of the Public. Lynsey Hawker, Information Specialist, The King's Fund described how they developed free summer walking tours for staff and members of the public. It covered how they started, planning, promotion and impact. The article in this issue expands this in full.

Organising a Reading Group for Students and Staff to Promote Wellbeing. Fran Porritt, Teesside University. The Library reading group has now been running for 2 years with a mixed membership of students and staff. The talk focused on the principles underlying it, and covered some of the initiatives to increase the profile of it within the University. Find out more by reading Fran's article in this issue.

Discussion from the day was preserved on our padlet link and the powerpoint slides from the day can be viewed on our website at <https://alissnet.com/44310-2/>

The second section on Developing Inclusive Collections follows on the theme from our earlier issue and AGM on Empowering users by developing inclusive collections and services: <https://alissnet.com/aliss-agm-2019-developing-inclusive-collections-and-services-to-empower-our-users/>

It contains two articles: 'Where are the women?' Discovering women in the collections at The Royal United Services Institute (RUSI) by Jacqui Grainger, Librarian, Royal United Services Institute for Defence and Security Studies and The 'Pioneering Women' in the archive of the Royal Society of Sculptors by Rosamund Lily West, Paul Mellon research curator, Royal Society of Sculptors. Both these articles explore efforts to raise the profile of 'forgotten' and 'invisible women' within national long-established organisations and make for fascinating and inspiring reading.

The final 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 an article from James Robertson on a strategy for neurodiverse students at Glasgow School of Art and an update on recent activities from the Northern Collaboration.

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>.

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Pills, skills and toothaches: planning and delivering a library walking tour for members of the public

Lynsey Hawker, Information Specialist, The King's Fund

Background

Founded in 1897 the Prince of Wales' Hospital Fund for London (it would later become The King's Fund after Edward VII became King in 1902) was originally set up to raise money for London's voluntary hospitals. This system relied on donations to support the hospitals and so The King's Fund's early work was concerned with raising awareness of the good work these hospitals did and raising money to keep them functioning.

The establishment of the National Health Service in 1948 meant The King's Fund's role had to develop and it began to focus more on using its expertise to develop best practice through delivering training, providing information and supporting initiatives to improve the health of Londoners. Today, The King's Fund remains an independent charity working to improve health and care in England.

Our library and archive collections stretch back to the first annual report published in 1898 right through to the present day. It is the only publicly accessible health policy collection in the UK and is uniquely placed to trace not only the history of our organisation, but also the growth and development of the health and social care system from the end of the 19th Century, through the birth of the NHS, to the system we have today.

To mark The King's Fund's 120th birthday in 2017, the library team produced a series of blogs that traced The King's Fund's development through each decade. Intended to raise awareness of our historical collections, it was researching this rich history that formed the basis of our idea to run a walking tour that would tell this story to a wider audience.

By developing a walking tour we hoped that we could meet a number of objectives laid out in our library's operational plan;

- Promote greater access to our digital archive and physical collections by raising awareness of what we hold.
- Raise the profile of our service with external audiences through planned outreach activities
- Engage internal audiences by showing staff that the library is a space for both learning and for wellbeing.

The walking tour seemed to bring all these strands together naturally by using our archives to tell a story, we hoped to engage new groups with library and showcase what we do in an accessible way.

Planning the walk

To start, we did some research to see what other walks existed. This was partly to get a feel for what was possible but also to ensure that our public walk was not replicating something that already existed. We also sought advice from another tour guide who gave us some valuable tips on how she puts together her walks. With our newly gathered

knowledge, we could begin to put together our route.

The nature of our organisation and the location of our building meant that our theme around the growth of the medical history of Marylebone was an obvious choice for us. The walk would start at The King's Fund, where we could introduce people to the library and the history of our organisation before heading off on a tour that takes in other historic medical institutions in the area. The Royal College of Nursing, The Medical Society of London, The Royal Society of Medicine and the British Dental Association all get a mention on our tour.

We were organising our walks to take place in the evening, so we didn't need to worry too much about the length, but we felt that a maximum of 1.5 hours was about right in terms of distance and holding people's attention. It is worth noting that we have had to shorten our walk when delivering bespoke walks to staff groups and other organisations at lunchtimes. People tend to only have an hour for this, so we have created a truncated version that we can do in a shorter time.

The amount of time you have will also affect the route in other ways. For example, if you are not doing a circular route, do people have time to get your group back to where they need to be at the end of the walk?

To get the length right it was useful to try the route out a few times with volunteers before running it with members of the public. This gave us a chance to rehearse our stories for each stop, ensured that we knew the route well ourselves and that we could get around it in the allotted time. We learned that it takes much longer when you have an audience as everyone walks at different paces and people will stop to take photos or to ask questions. Practically, it is also more difficult to cross a busy road with a group of people, you don't want to leave anyone behind. It is quite useful to have two people on the tour for this reason as you can have someone leading and someone at the back to make sure everyone stays together.

Once tested, we found that we had to shorten our route by cutting out a few stops to enable us to keep the walk a sensible length. However, we have kept these notes as these unused stops/anecdotes may well be useful again when we plan future walks.

Testing also made us see that it is important to think about where you can stop and stand when you have a group of people with you. Finding a wide bit of pavement, a handy doorway or a set of steps to stand on is one way to make sure everyone can gather round and hear what you are saying. We also learned that if you are pointing at something of interest, the best place to stand might not be right beside it but rather on the other side of the street so that people have a good view.

On our tour we limited our attendee numbers to a maximum of 15 people, (though others do bigger groups) this made it easier for us to ensure that everyone could hear us on the walk. However we have found that we usually have some cancellations or no-shows on the day so it is worth considering booking a few extra people to ensure you have good numbers on the day.

We also decided to limit our walks to the summer months. Our walks take place in the

evening, so we didn't want to be taking people around in the dark. We also wanted to improve our chances of good weather. However, evening walks in winter can provide a different experience for example buildings you are looking at may be lit up in a way that you would not see them during the day, so we wouldn't necessarily rule out running winter walks in the future. We have also found that good weather is not guaranteed whenever you choose so it is a good idea to ask people to come appropriately prepared for the weather.

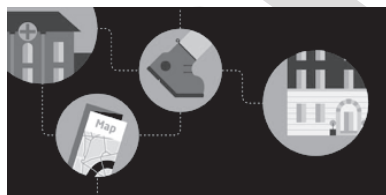
Limiting our walks to certain months of the year also relates to staff time. Again, because we chose to do our walks outside of normal working hours we have to be able to be a bit flexible with our time, taking TOIL or coming in late to make up for staying late. This can impact on running the service and on other staff members so making sure you have the capacity to run additional activities such as this is also an important consideration.

Publicising the walks

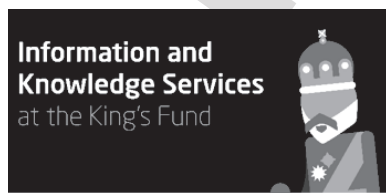
Social media was important in publicising our tours. To maximise our reach, we decided to hold our first walk on 31st May 2018. This coincided with London History Day, an annual event organised by Historic England and also with National Walking Month which takes place in May each year. This meant we were able to research and use appropriate hashtags in the run up to our first event to get our walk noticed by people with an interest in wider themes around walking and wellbeing or London or medical history.

We also encourage attendees to take pictures and tweet when on our walks. This has proved an effective way of promoting our events as these testimonials and photos encourage others to sign up. One thing we didn't do in 2018 was to use our own hashtag to tweet about the walks. This made it much harder for people to find these pictures and tweets. This year we have begun to use #kfwalkingtour when tweeting which is making us more visible on twitter.

We were able to set up a library events page on the main organisation's website to advertise our outreach events. We use Eventbrite to manage booking for our walking tours and we found that many of our attendees discovered us simply as they were searching for "walking tours" on this site.



We are also lucky to have a graphic artist in our team who designed our walking tour banner and leaflets for us. Using The King's Fund style and colour palate made our walks recognisably part of the organisation's brand. At the same time we have been aimed to distinguish our history events using specific colours and developing the use of our animated King Eddie in our promotional materials.



Demonstrating success

Eventbrite makes it easy for us to record the number of attendees on our walk (a total of 107 in 2018) however this number doesn't necessarily tell us much in isolation. As the walking tours were quite an unusual project for us, it has been particularly important to measure their impact. As well as recording them, we wanted to reflect who these attendees were and how they have interacted with the library service and The King's Fund since.

One way to gather this information has been through a feedback survey emailed to all our attendees. We inform everyone on our tour we will send them a follow up email with links to further information about the library and also about the places we visit on our walk. Within this email we also a link to our survey monkey feedback form.

This feedback, together with the feedback we gather from twitter, basic information from Eventbrite and from chatting to our attendees on the night helps us to build a fuller picture of the impact our walks have had. For example, we can see that we have connected with new audiences – the walks have attracted researchers, medical historians, students, authors, other tour guides, librarians and archivists and members of the public as well as people working in all aspects of health care.

We have found that these free events encourage people who wouldn't normally visit The King's Fund to come and find out more about what we do. In turn they are more inclined afterwards to sign up for further King's Fund conferences or events. We can also demonstrate that people contact us again to use our enquiry service for their own work or interests.

We have strengthened relationships with other organisations helping one team to to plan their own staff wellbeing event and have carried out a bespoke walking tour for staff at another health think tank.

Internally, staff have engaged more with the library through coming on our walking tours and it has led to new projects for us. We have provided a walk as part of a staff away day for our events team and we've taken part in networking events where our walk has been used as an icebreaking activity for attendees.

For summer 2019 we developed a new tour 'Lost Soles' which takes people through Fitzrovia. Having two tours meant that we could alternate them attracting new people but also offering something new to staff or previous attendees who might want to come again. While our public tours have now ended for this year, we do have a few additional events that will take place in the autumn and we hope to be able to continue them in summer 2020.

We will also be offering ALISS members a chance to come on a library visit followed by our 'Pills, Skills and Toothaches' tour on the afternoon of 5th November 2019. If you would like to come along please contact Heather Dawson H.Dawson@lse.ac.uk to book your place.

For more information about The King's Fund Library, our walking tour and other events visit <https://www.kingsfund.org.uk/consultancy-support/library-services> or contact us at library@kingsfund.org.uk

The Hive Mind: supporting community wellbeing in an integrated public and university library

Madalene George: Student Engagement Coordinator, Study Happy Coordinator & Senior Library Services Advisor, University of Worcester Library Services

Emma Campbell: Library Customer Advisor, The Hive, Worcester

Introduction

Over the last decade, there has been a growing recognition of the importance of wellbeing for students in all levels of education. (Universities UK, 2015; Young Minds, 2017) Increasingly, both public and academic libraries are involved in delivering events designed to support the wellbeing of our student users.

University of Worcester Library Services are based at The Hive which, as Europe's first fully integrated university and public library, provides a unique environment in which to engage a range of audiences in wellbeing focused events and initiatives. This article is adapted from a presentation delivered at the ALISS Summer event 2019 and will explore Library Services' Study Happy programme. It will offer insight into the steps taken to design and deliver Study Happy wellbeing events and share what we have learnt in the process.

Study Happy

Inspired by successful schemes developed at other university libraries including the innovative Study Happy scheme at University of Warwick, (Brewerton and Woolley, 2016) our Study Happy scheme offers a year-round programme of wellbeing events and initiatives delivered by University of Worcester Library Services and our partners.

Since its launch in September 2016, Study Happy has developed to reflect our inclusive library model. In 2018-19 we worked in partnership with local schools and colleges to target GCSE, sixth form and further and higher education students from University of Worcester and beyond; the year's programme comprised a total of 40 events delivered across six university and non-university sites and attracted almost 1300 attendees.

Designing and delivering a wellbeing event

Step 1: Define your aims

Study Happy is delivered in partnership across a shared service and this is reflected in the stated aims of the project. Promotional materials advertise Study Happy as 'helping students in Worcester study healthier, happier, smarter', demonstrating our aim to support physical, mental and academic wellbeing.

The project also has a set of strategic goals aligned with the values of our various stakeholders. These include the aims:

- To maximise the academic potential and achievement of all students, through practical academic support, alongside activities to support emotional and psychological wellbeing

- To have a positive impact on student retention through a holistic approach to student wellbeing
- To encourage more students to use the wide range of facilities and services at The Hive, creating a buzz and 'feel good' factor

Clear project aims inform the design of the Study Happy programme, direct the selection of events and provide a framework for evaluation and improvement, enabling us to measure the impact of events and understand the value of the wider project.

Step 2: Identify your audiences' needs

Students at University of Worcester already have access to a wealth of wellbeing support through Student Services, the Students' Union and wider university teams. The role of Study Happy is not to compete with existing initiatives but to identify how we can use our skills to fill gaps in the current provision.

The Hive has some of the longest fully staffed opening hours of anywhere on campus. The building is also a popular study and social space for GCSE and A level students or those in further education or at university elsewhere and, as a result, our team frequently encounter students outside of office hours when more traditional wellbeing services are unavailable. Identifying this gap in provision has informed the delivery of initiatives such as *Study Happy Hour* offering free late-night tea, coffee and fruit, and out-of-hours stress-relieving breakout spaces.

Our commitment to non-university students also involves working in partnership with local schools and colleges to ensure we provide accurate and appropriate support for their students. We recognise that we are not the experts, particularly regarding the wellbeing of younger students, but that we can support the schools' or colleges' wellbeing offer by reinforcing their core messages, signposting students to appropriate services and by demonstrating the support that will be available at university-level for students considering a progression into higher education.

Step 3: Use what you already have

When creating the Study Happy programme, we recognised that Library Services and The Hive already had a strong wellbeing focus, including a successful *Find your Space* initiative, designed to help students identify study spaces to suit their needs, alongside a commitment to national schemes such as *Books on Prescription and Shelf Help*. These existing projects formed a framework for a wider wellbeing programme.

In addition to events that could be easily 'badged up' to reflect the Study Happy brand, we adapted elements of our existing provision to enhance the programme. Our *askalibrarian* enquiry service, for example, provided a focal point for support within the library but, with the incentive of the Study Happy programme, was easily adapted to include *askalibrarian* on tour sessions which are held across university and non-university sites.

Recognising students' skills can also provide inspiration for wellbeing events delivered by students for students. Occupational Therapy and Physiotherapy students, for example, have delivered popular wellbeing events to a mixed university and community audience at The Hive and have visited local schools and sixth forms to share their expertise. These

sessions enable students to engage with new audiences but also highlight their learnt skills and showcase the value of the university to the wider community.

Step 4: Know your audiences' schedules

In the first year of Study Happy, we scheduled several events to coincide with national awareness days including Stress Awareness Day in early November. However thoroughly planned and promoted, these events were often poorly attended as they did not occur at times when students felt they needed most support.

We now plan a Study Happy timetable in line with the academic year and in response to attendance at previous events. The number of scheduled events peaks around student assessment periods and regular activities such as *askalibrarian on tour* are themed to correspond with students' schedules; for example, we may run a feedback-focused session in February or a last-minute dissertation drop-in in early May. Student feedback also informed a successful move to introduce Study Happy sessions over weekends or after school hours for university, GCSE, A level or further education students with less flexible timetables.

Some golden rules

Budget isn't everything

A tight budget can make planning and delivering exciting wellbeing initiatives more challenging but, in the case of Study Happy, it has also made us more creative.

Branded giveaways can be an effective way to promote an event, but they don't always have to be expensive. We found that Study Happy branded balloons could be purchased cheaply and used for a *Do it yourself stress ball* activity to offer students a useful takeaway and a fun opportunity to engage in conversation and take their mind off their studies. Less can be more: in the 2018-19 academic year, our light-touch events, including *Study Happy Hour* and *askalibrarian on tour*, were delivered at little or no expense but were amongst our best attended sessions and received exceptional feedback.

Learn from your failures

Over three years of delivery, many Study Happy events have failed to attract the expected engagement, either as a result of insufficient marketing, poor timing or for reasons entirely unknown. These occasions have been disheartening for the team but have ultimately been used to our advantage. By reviewing events honestly and taking a critical approach to evaluation, we have learnt from the failures and adapted and improved the programme to focus on events that will deliver maximum impact for our audiences.

Communicate the impact in an engaging way

Impact is considered at every stage of the Study Happy process from planning to delivery and evaluation. Individual events are evaluated using quantitative measures such as overall attendance, engagement from different student groups or the geographical reach of the event.

We also provide attendees with a short feedback form comprising just five questions

and a space for more qualitative free text feedback. The questions on the form target the strategic aims of the Study Happy programme, including those of The Hive's key stakeholders, the University of Worcester and Worcestershire County Council. Aligning impact measures with our aims from the outset results in a straightforward evaluation process, whilst free text comments from attendees help to provide a narrative to the project's impact.

At the end of the year, we use infographic software, including Piktochart and Canva, to communicate impact in a more visual and engaging way to a range of audiences, including stakeholders, partners and students. The resulting images can be used in reports, on social media and blog posts and to create promotional materials such as postcards, posters and plasma screens, further demonstrating the value of supporting wellbeing in a library setting.



Figure 1: An extract from the 2018-19 Study Happy impact infographic showing free-text feedback

Useful Links

[Library.worc.ac.uk/study-happy](http://library.worc.ac.uk/study-happy)

<https://piktochart.com/>

<https://www.canva.com/>

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The Reading Group at Teesside University Organising a Reading Group for Students and Staff to Promote Wellbeing

Fran Porritt, Teesside University, Student and Library Services

The idea of the Library reading group at Teesside University started to take shape when the library building had a major refurbishment and a separate fiction collection was created in bespoke shelving away from the main sequence. The fiction collection was created to promote reading for pleasure and as a wellbeing activity, and ways in which to promote the collection were sought.

The Festival of Wellbeing at the University provided an ideal opportunity in which to pilot a reading group, with the counselling team from our department also facilitating a session on bibliotherapy. Following on from this, in meetings with our Director, we read The Reading Agency's (2015) *Literature Review: The impact of reading for pleasure and empowerment*. This document underpins the ethos of our Reading Group.

The Reading Group was launched in January 2018, and at the first meeting we discussed ground rules, and how we would select texts collectively. We also established the frequency of meetings, day and time, and our members preferred method of communication.

Promotion of the group is via several channels. We regularly tweet about the Reading Group, and use other social media for example Instagram. We have a designated Reading Group LibGuide, where we link to the fiction collection catalogue and provide links to other sources such as Project Gutenberg. There is colour printed publicity in the Library, with details of the next meeting, and images of the book jacket of the book that we will be discussing.

At the annual Wellbeing Fair within Welcome Week, we have a stall and this method has been very productive in recruiting new members. This event attracts all years of students, so it is a good opportunity to spread the word about the group. One student at the event commented that she was a second year and had been keen to join the group last year, but had not been able to work out how to join the group. This useful feedback helps us to pitch our next batch of publicity to ensure that there is a clear message about open membership.

Another way to promote the reading group and the concept of reading for pleasure has been to stage a series of library events linked to it. We came up with the idea of a Crime Fiction Season, as there are several courses at the University which are directly relevant to the study of crime: Criminology, Criminal Law, Criminal Investigation, Crime Scene Science and Creative Writing.

The first event in the season was a themed reading group meeting about a book co-authored by one of our academics, Helen Pepper, who is an active member of the Crime Writers Association. She is half of the writing duo Ashley Dyer, and the book we

discussed, was the recently published *Splinter in the Blood*. Helen discussed writing the book, and gave us a valuable insight into how her expertise had been used in television series such as *Vera* and *Shetland*.

The next two events were lectures by another academic, Dr. Ben Lamb about his area of expertise, detective fiction. The first lecture ***The Life and Times of Sherlock Holmes 1887- 1927*** gained an audience of both academics and students, including forensic science students, with a lively discussion after the lecture.

The next lecture ***Elementary my dear: Women, suffragettes, and Detective fiction***, covered lesser known female detective fiction authors, pre-dating Agatha Christie. Other events in the pipeline are to be co-created with student member of the reading group.

We have lots of ideas about ways in which we can expand the group and its offer in the future. We are enhancing our collaboration with Public Libraries, and are seeking ways to link up with the many well-established reading groups that meet in the public libraries in the area. One member suggested linking to a reading group that meets in an independent bookshop nearby. This bookshop hosts many author events, so could be a wonderful way to share resources.

Several years ago, we hosted an author event as part of World Book Night, so we would like to revive this, and is another way in which to get people reading more widely. When we started out, we always had the objective of running several reading groups so that we could offer alternative time slots to offer choice to those interested in participating. We hope that this will happen this year, and also to use ways to encourage online contributions from those unable to come to the physical meeting.

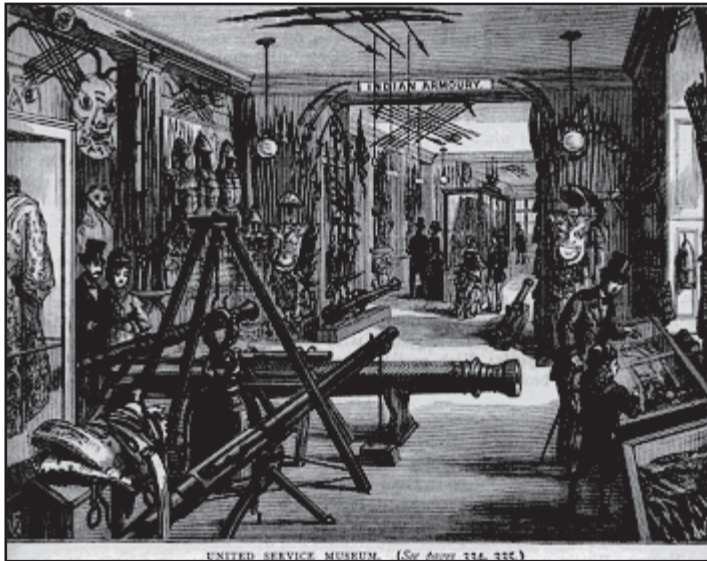
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‘Where are the women?’ Discovering women in the collections at The Royal United Services Institute (RUSI)

Jacqui Grainger, Librarian, Royal United Services Institute for Defence and Security Studies



On arrival at RUSI in March 2017, I asked myself ‘Where are the women?’. My first experiences of the institution, from its galleried library designed in 1895 by the architects Sir Aston Webb, 1849-1930, and Ingress Bell, 1837-1914, was that it was staunchly anchored in the heart of the political and military establishments with an overwhelmingly white, male, privileged constituency. This article is an account of my search for the women in RUSI.

My first step was to understand the history of the Institute with its founding constituency drawn from the officer classes of the armed services. RUSI is the world’s oldest independent think tank on international defence and security. Its location at 61 Whitehall, sandwiched between Banqueting House and Gwydyr House, the Welsh Office, is significant. It is near the residence of the Prime Minister at 10 Downing Street, the Palace of Westminster, the Home Office, the Ministry of Defence, and many other key government offices.

RUSI was founded in 1831 as the ‘Naval and Military Museum and Library’ by Commander Henry Downes, Major General Sir Howard Douglas and Captain W H Smyth. Smyth and Downes had built substantial personal collections because of their professional, scientific studies and their service across the British Empire. These collections had a significant influence on the developing museum and library. Downes and Douglas were also experienced networkers who bought in support from the highest ranks of the British political establishment, including the founding patrons: Arthur Wellesley, the first

Duke of Wellington, and H.R.H. William IV. The Institute established itself in Vanburgh House, Whitehall Yard, now Horseguards Avenue, built as a residential property by the eighteenth-century architect, playwright, soldier and diplomat, Sir John Vanburgh.

The development of Whitehall Yard in 1895 meant that RUSI had to move. Queen Victoria – the first time a woman appears in the Institute’s official history – provided a ‘grace and favour’ lease on Banqueting House, the last surviving part of Whitehall Palace as the new home for the museum and a building adjoining it was commissioned. The choice of Webb as the architect, who built many other significant public buildings, indicates RUSI’s intent in asserting its place within the Whitehall establishment.

The statues in the vicinity of RUSI overwhelmingly represent a male military presence, among them is the Monument to the Women of World War II. Depicting women’s uniforms hung up on pegs, this erasure of the women themselves, while being surrounded by muscular, fully embodied male statues, has caused controversy. The history and surroundings of RUSI recapitulates the development of the presence of women in RUSI: virtually invisible until the Second World War.

From the history of the Institute, I turned my attention to its collections, which focus on military history. The RUSI Library of Military History (RLMH) collection is proving to be highly significant with strengths in nineteenth-century and first half of the twentieth-century publications, especially those published overseas: Europe, but also India and Australia. The collections also include the RUSI archive, fine art and chattels. RUSI has not consistently archived its records but the institutional record is detailed for the mid-nineteenth to the mid-twentieth century and the history of the museum which closed in 1962. It’s no surprise, given its history, that RUSI has few depictions of women in its artworks. The historic furniture and decorative arts, or chattels, includes tables on which armistices have been signed, commemorative silverware and military memorabilia. It is from the collections that I have been able to begin charting the contributions of women to RUSI.

In the artwork collection’s eighteenth and nineteenth-century prints and illustrations, women appear as small figures included as part of scenes of Whitehall, military pageants, and the inside of RUSI’s museum. They remind us that women were excluded from the political and military establishments; they are outside promenading in the Privy Gardens or carrying baskets of laundry outside Horse Guards. At a military review, women in their best clothes, are part of the audience and in an illustration of the Indian Armoury of the RUSI Museum we can see women among the visitors. In a 1799 print of The Loyal Associated Ward and Volunteer Corps of the City of Westminster preparing for deployment during the Napoleonic Wars, we see women, well-dressed and middle-class, in the foreground and tents in the background. This is probably a depiction of the camps established in nearby parks prior to deployment which became visitor attractions, but it is also a reminder that women have always gone to war as camp followers and combatants.

Throughout the nineteenth and the early twentieth century women were also patrons and supporters of the museum and were the guardians and protectors of the legacy of fathers, husbands and brothers. Mention had been made of women in the RUSI Journal from the Crimea onwards because of the significant contributions they made during times

of war and conflict. Books written by women begin to be accessioned around the time of the First World War and I am in the process of creating a Women's section in the Library. This will be comprised of books by and about women as a clear indication of women's contribution to military history.

In 1942 the first seven women members were admitted to RUSI. These seven women included Dame Helen Gwynne-Vaughan and Vera Laughton Mathews. Gwynne-Vaughan, 1879-1967, joined the Women's Army Auxiliary Corps in the First World War and became head of the women's units in France. Her achievement was recognised with a military CBE and she was appointed head of the Women's Royal Air Force in 1918. At the outbreak of the Second World War she became the first director of the Auxiliary Territorial Service. There is a copy of her autobiographical *Service with the Army*, published in 1947, in the RLMH. Mathews, 1888-1959, was director of the Women's Royal Naval Service (WRNS). She joined the WRNS in 1917, becoming a unit officer and being awarded with an MBE in 1919. In 1939 she was appointed director of the WRNS. There is also a copy of her history of the WRNS, *Blue Tapestry*, in the RLMH.

Women are also represented in RUSI's collections of portraits and sculpture. The portrait of Queen Victoria in the collections is important because, as a patron of RUSI, she granted its royal charter in 1859 and because it's painted by a woman, Eliza Anne Leslie-Melville (1829-1919). The one bust of a woman, is also of Queen Victoria. The portrait of the Queen Elizabeth II, RUSI's current patron, was commissioned by RUSI from Denis Fildes shortly after her accession to the throne in 1953. The two other portraits of women in the collections are of women serving in the Second World War. These were painted under the jurisdiction of the War Artists' Advisory Committee (WAAC) and awarded to RUSI in 1947. They are the portraits of the WAAF's Henderson and Turner in the signals bunker at Biggin Hill Aerodrome painted by Dame Laura Knight, and the portrait of Pauline Davidson, WRN, painted by William Dring. In these paintings we see women in uniform in contrast to the monument directly outside in Whitehall.

Archival records reveal that women commemorated their fathers, husbands and brothers through donations to the museum and that one woman of note was commemorated in the museum: Florence Nightingale. The family of Florence Nightingale deposited a collection of memorabilia with the museum which later went to the National Army Museum.

Sir Garnet Joseph Wolseley was one of the most important military thinkers in the Victorian British army and from 1895 Commander-in-Chief. He was unusual in the Victorian military establishment as a man promoted by merit, not money or credentials earned at the Staff College. After his death Lady Louisa Wolseley donated the Wolseley Collection to RUSI and this collection now is held by the Glenbow Museum in Calgary, Canada. In the Library we have a copy of the 1922 *The Letters of Lord and Lady Wolseley, 1870-1911*, giving a portrait of the woman who was determined to make a public memorial to her husband in this way.

Women are not invisible in RUSI today, Karin von Hippel became RUSI's first female director-general in 2015. She joined RUSI after serving in the US Department of State as a

Senior Adviser in the Bureau of Counterterrorism, then as a Deputy Assistant Secretary in the Bureau of Conflict and Stabilization Operations, and finally, as Chief of Staff to General John Allen, Special Presidential Envoy for the Global Coalition to Counter-ISIL. Women staff are still in the minority across the Institute and of the associate fellows, only 25% are women but it was just 15% a year ago, and 28% of RUSI's staff were female, this is now at 43%. The senior management team is 40% female: change is happening and relatively fast.

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The ‘Pioneering Women’ in the archive of the Royal Society of Sculptors

Rosamund Lily West, Paul Mellon research curator, Royal Society of Sculptors

The Royal Society of Sculptors has begun a two year Paul Mellon Centre-funded project to uncover the lives, histories and legacies of early female sculptor members. The project, ‘Pioneering women at the heart of the Royal Society of Sculptors’ will shine a light on these women, re-introducing them to the Society, its members, the academic community and the public through a series of talks, events and an online exhibition. My research will utilise the archive of the Royal Society of Sculptors as well as archives of other organisations, and the project will culminate in an online exhibition about ten core pioneering women, as well as a further fifteen.

The Royal Society of Sculptors was founded in 1905 with the aim of,

“The promotion and advancement in the United Kingdom of Great Britain and Ireland, and its Colonies and Dependencies, of the art of sculpture and the maintenance and protection of the interests of Sculptors and the elevation of the status of the Profession of Sculpture.”

It was begun as an off-shoot of the Royal Academy as many sculptors felt their particular needs were not being represented by the Royal Academy. The fifty-one founding members were some of the leading sculptors of the day such as Sir Thomas Brock PRBS (1847-1922), Francis Derwent Wood ARBS (1871-1926) and Sir Charles Lawes-Wittewronge PRBS (1843-1911). From the beginning, the Society acted as an advocate for sculpture and the profession of the sculptor. To become a member of the Society, a sculptor had to be nominated and seconded by two existing members. Typically, sculptors that were put forward were professional sculptors with a career and an established body of work behind them. The levels of membership were Associate, with the suffix ARBS, and Fellow, with the suffix FRBS, and PRBS for the President.

The archive of the Royal Society of Sculptors

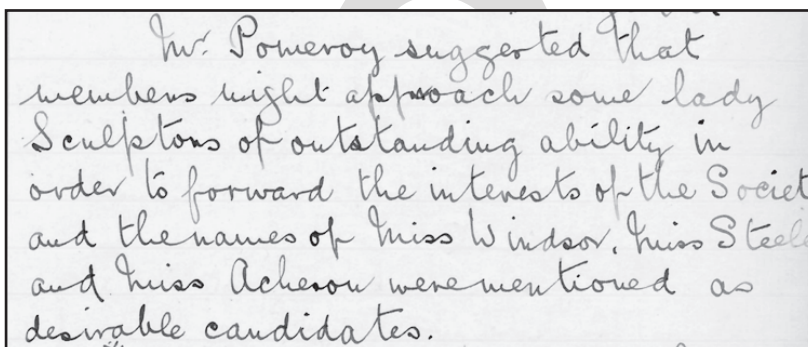
The archive dates back to the founding of the Society in 1905 and, as Britain’s only official membership body dedicated to sculpture, provides a unique resource on the history of sculpture in the twentieth and twenty-first centuries. Highlights of the archive include the handwritten minutes of the council meetings, the annual reports, and the membership files, which amount to over 1,000 in number. These membership files contain photographs, slides, exhibition catalogues, press cuttings and CVs.

The archive is held at the Society’s headquarters in Dora House in South Kensington, but is uncatalogued and so access has been limited to date. The archive material provides an unparalleled insight into the history of the Society and individual sculptors, as well as key moments in the history of sculpture such as the influx of war memorials after the First World War, the rise in émigré sculptors between the wars, and the rebuilding of Britain after the Second World War.

The presence of women in the Society, and in the Society's archive

Remarkably, at the second ever council meeting held on 2nd March 1905, Sir Charles Lawes Wittewronge (a founding member and President from 1909 to 1911) recommended to the General meeting that ladies be eligible for membership. At the next meeting, the next month, this was decided against. Four years later, the subject of women, of 'lady sculptors' is raised again: the early Society always refers to 'lady sculptor', never sculptress, interestingly. On 5th April 1909 the President introduced the idea of admitting "distinguished lady sculptors to honorary membership", honorary membership was the same status of membership that non-British citizens were allowed. At the next council meeting, 4th May 1909, it is declared, "the admission of lady-members is desirable". This was made official at the Extra-Ordinary General Meeting on 20th January 1910, declaring women eligible as members. So, after initially being raised in the founding year, 1905, women were officially allowed into the Society in early 1910. However, the first women were not admitted until 1922 (Lady Feodora Gleichen, Flora Kendrick and Christine Gregory). This is all documented as official business in the Society's bound minutes of council meetings. These are a fascinating record of the day to day running of the Society, though, as I mentioned, uncatalogued, so require reading through meeting after meeting, year after year, to find information.

Further to the first women being elected in 1922, the 192nd council meeting, held on the 5th February 1923, provides evidence that the Society was actively seeking the membership of women:



Mr. Pomeroy suggested that members might approach some lady Sculptors of outstanding ability in order to forward the interests of the Society and the names of Miss Windsor, Miss Steele and Miss Acheson were mentioned as desirable candidates.

Minutes of council meetings no.3: 192nd council meeting, 5th February 1923, Royal Society of Sculptors archive.

Miss Steele and Miss Windsor I have not been able to trace, possibly through marriage they changed their names. Miss Acheson is one of the 'Pioneering Women' in the project, and she truly was a 'lady sculptor of outstanding ability'. By the time she comes onto the Society's radar in 1923, she is 41 years old, she is enjoying a commercially successful career as a sculptor, and she has a CBE. If you have ever broken a limb, you have Anne to thank for your plaster cast and your bones setting. She put her career as a sculptor on hold and volunteered for the Surgical Requisites Association (SRA) during the First World War. The SRA was tasked with improving the setting of broken limbs. Vast numbers of men were receiving bad fractures at the front: fractures which were, at this time,

crudely set with wooden splints and bandages tied round. At the SRA, Anne, alongside another sculptor Elinor Halle, developed the use of plaster of Paris to set limbs – it was light, cheap, could be used in a field hospital, and could be X-rayed. This contribution to medicine earned her and Elinor Halle a CBE each in 1919.

These women's official activities are documented in the Society's council minute books and the annual reports, however, many of these early pioneering women, such as Acheson, have surprisingly little in their membership files. This, despite their impact on the Society through their membership, through sitting on the council, exhibiting works, winning awards, sitting on judging panels and nominating other sculptors to become members of the Society. This lack of presence in the archive is not peculiar to the early female sculptors: many of the early male sculptors have surprisingly little in their membership files, whereas sculptors of a later date tend to have a lot of material in their membership files. The difference, however, is that many of the early men were, and continue to be, well-known, whereas the early women sculptors are not and thus their lack of presence in the archive is more keenly felt.

Through holding talks and events associated with these women, I hope to generate not just interest and a discussion about these women, but also to generate material for the archive, specifically the membership files. By speaking with people who knew these women, who were perhaps taught by them, or were related to them, their memories and recollections of these women can be added to the archive. The Society has already hosted a 'Re-introducing our pioneering women' event on Anne Acheson CBE FRBS (1882-1962), in which I was in conversation with her great-niece, who recalled memories of her great-aunt including where she lived, and what her voice sounded like. This event was recorded and transcribed for the archive. The Pioneering Women project is timely because, through all the women I am researching are no longer with us, people that knew them are and thus their memories of these women sculptors will be in the archive of the Royal Society of Sculptors for future researchers to consult.

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Minutes of council meetings no.3, Royal Society of Sculptors archive

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A Strategy towards supporting neurodiverse students in Higher Education

James Robertson, Librarian at Glasgow School of Art

Introduction

Glasgow School of Art Library have been developing a neurodiversity strategy to support students with learning differences. Following a focus group with students who identified as having learning differences, we spent the summer months assessing our facilities and resources to identify key areas for development. The crux of the idea was to tackle the anxiety inducing fear of the classification system, a fear that is perhaps magnified by social anxieties or other cognitive conditions, but can be problematic for the majority of new students.

However, upon addressing this it became clear that we had to expand our focus and concentrate on a library wide strategy that would allow us to support our students in all aspects of their learning. It was equally important that any strategies that we implemented or technological or cosmetic changes that we made did not impact upon our need to support all library users.

Understanding Neurodiversity

Neurodiversity is a broad and encompassing term that cradles a multitude of conditions such as autism, dyslexia, dyspraxia, dyscalculia, ADHD, Meares-Irlen Syndrome, OCD and mental illness. Some may dispute the use of the term *learning difficulty* or *condition* and would prefer *learning difference* instead. Similarly, there are people in the autistic community who protest against being considered as having a disability, whereas others will sternly state that they consider ASD (Autistic Spectrum Disorder) to be just that. People with dyslexia are often labelled as *print-disabled learners*, but again not all agree that it is a disability. This was very important for us to consider as it is not for us to define people. That is why *neurodiversity* is an effective term as it represents an array of neurological differences that should not be separated from other human cognitive variations.

Focus group with neurodiverse students.

We held a focus group with students and together we compiled a list of ways in which the library could better support them during their studies. The fact that I am autistic was advantageous as it allowed me to assess the library environment from a neurodiverse perspective but we also gained insight into dyslexia, dyspraxia, ADHD and OCD. It was made clear that it was not necessary for participants to disclose their condition, but students were very open and we quickly compiled a list of support needs.

Colour coding

The first matter that we addressed was the lack of orientation signage; everything relied on students understanding of the Dewey system. Although we are a small specialised library sourcing books through classmarks is the main stressor for many of our students and library patrons in general. To tackle the aimless wandering around trying to make

sense of the classification system, we devised a simple colour map. It allowed us to split the library into sections; not by subject but simply by allocating a colour to the bays on the left hand side, the middle and the right hand side. The Dewey system remained but what students could now do was consult the map which would tell them that painting began at Orange 7 through to Orange 9 or that Urban Design was located at Yellow 1. It functions as a browsing map, one that directs you to subjects and once there you can refer to the classmarks. To save from any confusion, we kept the colour scheme simple and opted for the primary colours, red, yellow and blue for the ground floor and upstairs the secondary colours of orange, purple and green.

Library Support

On our library site we have a neurodiversity page which introduces students to their designated librarian who can be their sole point of contact throughout their studies. This is not a necessity, but its purpose is to support students with anxiety or who find reassurance in familiarity. The main services provided were designed to tackle the most problematic and anxiety inducing aspects of a library visit:

Designated Librarian: All our librarians are friendly and always happy to help, but some students may prefer the familiarity of a designated librarian who will be their point of contact throughout their studies.

Individual inductions: I will introduce you to the library and support you during your visit so that you feel safe, can assess the environment and gain the confidence to visit independently.

Catalogue searches: I can assist you with catalogue and database searches.

Dissertation support: Proofreading of bibliographies and footnotes.

Borrowing: Should you need particular items from the library, I can retrieve them for you and have them ready for you to collect.

Meet ups: I can visit you in your studio and we can work out what items you need and I will collect them and deliver them to you.

Collaboration

The next logical step was to contact Learning Support and combine our services to better support our neurodiverse students. There are certain overlaps between our services but up until this point there has been a missing step, however we have since rectified that. Now when students meet with learning support they are provided with our guide and the resources that we have to support their needs.

Silent Room for everyone and sensory room

We are in a similar situation to most institutions in that we have very little space available to accommodate the increasing demand for more study spaces within the library. Regardless, we decided that we wanted to create a space for calmness and wellbeing. These issues are important to us all but particularly neurodiverse students who can

often become overwhelmed with sensory and environmental stimuli and need a space to regulate themselves. The challenge was to create a space that would support that while also addressing the need for additional work spaces.

Our solution was to create a silent and technology free space. With a modest budget we painted the room a forest green and decorated it with large bean bags and reading lamps. It was specifically designed to encourage wellbeing and to allow students the time to free themselves from technology and simply read or just take some time for themselves.

Reading Tools

At our focus group a student voiced their feelings of anxiety at the sight of all the library books available to them that they could not read as a result of being dyslexic. This was one of the most significant elements of the strategy that we had to overcome. We do buy in eBooks whenever possible, but we also signed up to the RNIB Bookshare, which is a tremendous service that allows us access to a significant amount of resources in accessible formats. With over 700 publishers on their database, this free service has meant that we can provide students with key texts from their course in a format that suits them. To ensure that the service is used appropriately, students must be referred to us through Learning Support.

As an addition, we have digital pen readers that students can borrow on their cards. These devices scan the text and read it back to you as well as saving it as a PDF. With these things in place, we have minimised the disadvantages that some of our previous students may have had.

Next steps

We already have a series of short video guides on various aspects of using the library catalogue and we would like to expand on this and use the format to introduce students to our neurodiversity support which will include tutorials on how to use pen readers and access RNIB Bookshare

Now that our strategy is in place and the academic year is about to begin, the challenge that we face is in determining its success in the day to day functioning of the library. A further focus group which will be held towards the end of the first term that will allow the students to feedback to us their experiences so that we can adapt our strategy and continue to develop it in a way that supports neurodiverse learning.

Northern Collaboration Enabling Group Update 2019

Katherine Coussement, Library Disability Support Advisor, University of Huddersfield

The Northern Collaboration is a consortium of Higher Education libraries in the north of England, with membership drawn from 29 universities.

It aims to provide a framework within which libraries can work together to:

- Improve the quality of services
- Be more efficient
- Explore new business models against a backdrop of rapid change in higher education and in the information and technology industries.

The NC is also a means of:

- Exchanging ideas and good practice
- Raising awareness among the staff of member libraries of changes in the external environment
- Making connections between librarians and related professional groups.

The collaboration has various special interest groups, of which the Enabling Group is one. Since the Enabling Group assimilated the Open Rose Group, a similar community of practice drawn from Yorkshire university libraries active from 2003 to 2018, the Enabling Group has become established as a forum for sharing best practice, benchmarking services, and discussing the issues and challenges for staff supporting disabled library users. Membership of the group now covers the universities of Bradford, Durham, Huddersfield, Hull, Lancaster, Leeds, Leeds Beckett, Liverpool Hope, Liverpool John Moores, Manchester, Manchester Metropolitan, Newcastle, Northumbria, Sheffield, Sheffield Hallam, Teesside and York. The group meets twice a year, and also aims to run a Learning Exchange or Learning Development event on a regular basis. The most recent was a very well-attended Learning Exchange in November 2018 at Sheffield University on the theme of “Learning to be inclusive – Quality & Equality for everyone”.

At a recent meeting topics included assistive technology provision and wellbeing activities in member libraries, as well as a presentation on the latest developments in software to support students: “Assistive & accessible: tools to meet learner needs.”

The chair of the group is drawn from the member institutions on a rotating 12-month basis; Clare Miller (Newcastle University), who had been chair of the group for the past year, stepped down at our most recent meeting in August 2019, and the group will now be chaired by Paul Conway (Sheffield Hallam University) and Katherine Coussement (University of Huddersfield). Communication outside of meetings takes place primarily via a JISCmail list and we report regularly to a steering group.

The group’s plans for the coming year include an updated benchmarking audit of disability support services amongst members (following that done by the Open Rose Group some

years ago) and organising training for members on uploading files to the RNIB Bookshare repository of accessible texts. In addition we continue to discuss the ways that library services can become more inclusive and accessible, and maintain awareness of legislation affecting disabled students in Higher Education.

The group is keen to strengthen links with other similar support groups around the UK.

PROOF

Disability- Higher Education, Libraries, Teaching and Learning. Bibliography – July/August 2019

Heather Dawson

Policy

Anonymous (2019)

Need to do more with less drives mental health crisis.

Times Higher Education. 7/11/2019, Issue 2416, 28.

Retrieved from <https://www.timeshighereducation.com/opinion/need-do-more-less-driving-mental-health-crisis>

Doyle, J. (July 26, 2019)

Your questions answered about Disabled Students' Allowance. (Blog post).

Retrieved from <https://abilitynet.org.uk/news-blogs/your-questions-answered-about-disabled-students%E2%80%99-allowance>

Teaching and Learning

Collins, A. (2019)

'Bringing everyone on the same journey': revisiting inclusion in higher education.

Studies in Higher Education 44 (8), 1475-1487. DOI: 10.1080/03075079.2018.1450852.

Abstract: This study investigates inclusion in higher education, examining learning environments for students with physical disabilities (SWPD) and the challenges faced in promoting inclusive education, using an Australian university as a case study. Drawing from the social model of disability and interviews with 40 stakeholders, our findings suggest that despite marked progress towards inclusive education through reasonable adjustments for all, learning environments remain largely driven by adjustments for individual students, creating organisational and personal challenges. Four key challenges emerged: (1) staff perception about too many resources creating student dependencies; (2) staff training needs; (3) low representation of students with visible disabilities; and (4) moving inclusion beyond education into employment. Our findings emphasise the need to embed employability and skills development in all aspects of teaching and learning while moving towards inclusive education, to enable all students to develop professionally, and reinforcing calls for an inclusive workplace that values and accepts SWPD.

Doyle, J. (August 7, 2019)

Name it and claim it: disclosing your disability at university (Blog post).

Retrieved from <https://abilitynet.org.uk/news-blogs/name-it-and-claim-it-disclosing-your-disability-university>

Abstract: Students with invisible conditions might have difficulty disclosing their disability more than others due the stigma attached to seeking support, lack of understanding

surrounding the condition, a reluctance to accept or recognise their symptoms and a feeling that they do not deserve extra support. Out of 38,000 surveyed UK students almost nine in ten said they struggled with feelings of anxiety. A student interviewed in a January 2019 Department for Education survey sums up the stress of trying to manage alone, and the importance of disclosing to access support: "I was in the position that I was gradually losing more and more time because I was either feeling depressed so I couldn't really focus on things or was feeling tired and couldn't focus on things... being encouraged to disclose that and being able to put in place mechanisms to deal with that has made all the difference."

Autism

Bakker, T (2019)

Background and enrollment characteristics of students with autism in higher education. *Research in Autism Spectrum Disorders*; , 67, 101424

Abstract: Background: The number of students with Autism Spectrum Disorder (ASD) entering Universities is growing. Recent studies show an increased understanding of students with ASD in higher education. Yet, current research generally relies on small samples, lacks information about student characteristics prior to enrolment, and does not compare students with ASD to other students. Method Background and enrolment characteristics of students with ASD (n = 97) were compared to students with other disabilities (OD; n = 2252) and students with no recorded disabilities (ND; n = 24,794) based on administrative data of first-year bachelor enrolments (n = 27,143). Results From 2010 to 2016 the proportion of students with ASD significantly increased from 0.20% to 0.45%. The characteristics of ASD students at enrolment were similar to other students, but it took ASD students more time to reach higher education compared to ND students, and they were at heightened risk of comorbidity compared to OD students. No difficulties were found with participation in preparatory activities, and goal setting. Conclusions These quantitative insights are a valuable addition to the more qualitative evidence so far. For parents of children with ASD and individuals with ASD, these findings could help to adjust lower expectations. As this kind of administrative data is available to most institutions in higher education in day-to-day information systems, this study is promising for institutions to gain better insights in the enrolment of their students with ASD, and improve transition support.

Vincent, J. (2019)

It's the fear of the unknown: transition from higher education for young autistic adults. *Autism: The International Journal of Research & Practice*. 23 (6), 1575-1585.
DOI: 10.1177/1362361318822498.

Abstract: More young people with a diagnosis of autism are enrolling and successfully completing higher education courses than ever before and this is set to increase; however, while there is a burgeoning body of literature surrounding the transition into this stage of education, there is a paucity of research that investigates the transition as this population exit higher education. This exploratory qualitative study is one of the first to

identify the specific experiences of young autistic adults making this transition, drawing on semi-structured interviews with 21 students and recent graduates. Findings indicate that transition out of higher education is challenging on both practical and psychological levels, manifested by feelings of anxiety and loss. However, there is also evidence that the same phenomenon can also be understood as a positive departure with important implications for identity development. Findings are discussed in relation to future research and implications for practice in higher education institutions.

Lei, J. (2019)

Developing an online tool to measure social network structure and perceived social support amongst autistic students in higher education: a feasibility Study.

Journal of Autism and Developmental Disorders 49 (9), 3526-3542

Abstract: The academic, daily-living, and social challenges all students face during university transition can become magnified for many autistic students, who might struggle to adapt to changes in their social network structure (SNS) and perceived social support (PSS). This study assessed the development, feasibility, and convergent validity of a novel online tool (Social Network and Perceived Social Support—SNaPSS) designed to quantitatively and qualitatively evaluate SNS and PSS during university transition. SNaPSS demonstrated good feasibility for completion amongst autistic students (Study 1, n = 10, 17–19 years), and adequate convergent validity against other PSS, autism symptom severity, and social anxiety measures amongst autistic (n = 28) and typically developing students (Study 2, n = 112, 17–19 years). Broader implications of SNaPSS to measure SNS/PSS are discussed.

Shea, G (2019)

Academic libraries and autism spectrum disorder: what do we know?

Journal of Academic Librarianship, 45 (4) 326-331. DOI:10.1016/j.acalib.2019.04.007

Abstract: This paper examines the rising rates of autism spectrum disorder (ASD) in children in the United States (1 in 59), and explores the role academic libraries can play in helping college students with ASD. A literature review of how different types of libraries (school, public, academic) support students with ASD indicates research in this area in general is lacking. Findings point to lack of adequate training and awareness for librarians and staff, resources, services and spaces are universal challenges. Several initiatives that academic libraries and librarians may consider in helping students with ASD are identified and described.

Assistive Technology

Free Training on Inclusive Technology for Students. Date of webinar: 20 Jun 2019

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

Did you know there are apps to help with focus? Note-taking? Time management and organisation? As a disability and technology charity AbilityNet keeps up-to-date with the latest apps, software and assistive tech, which allows us to offer advice and make

recommendations. 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. This webinar contained useful information for Disability Service Managers and Advisers, university library and IT staff, and anyone else working for an education service provider in a student-facing role. It also contains insights and recommendations that would be beneficial for students themselves, and anyone with a professional interest in assistive technology. The webinar lasted 1 hour and included a question and answer session.

Clouder, L. (2019)

The role of assistive technology in renegotiating the inclusion of students with disabilities in higher education in North Africa.

Studies in Higher Education. 44 (8) p1344-1357 DOI: 10.1080/03075079.2018.1437721.

Abstract: This article considers the impact of a two-year collaborative European Union-funded project. The 'Sustainable Ways to Increase Higher Education Students' Equal Access to Learning Environments' (SWING) project, brought together four European higher education institutions, one institution in Egypt and two in Morocco. It aimed to promote equal access to university education, and future career opportunities, for students with disabilities in the North African countries, using accessible assistive technology. Appreciative inquiry was used to explore the impact of the project processes and outcomes. We will share how the focus on assistive technology addressed the invisibility of students with disabilities by promoting individual and collective student agency. Students' emerging sense of empowerment is attributed to two factors that inform the wider inclusive education debate: the power of technology as a mediator of change and the importance of a bottom-up/top-down dynamic.

Dyslexia

Ryder, D.; Norwich, B. (2019)

UK higher education lecturers' perspectives of dyslexia, dyslexic students and related disability provision

Journal of Research in Special Educational Needs 19 (3), 161-172

Abstract: Dyslexia is a controversial concept. In UK universities, the number of students possessing a dyslexia diagnosis continues to increase. Legislation requires that teaching staff adapt their pedagogic practices to effectively include students so diagnosed. These actions depend on lecturers having up-to-date knowledge of what the dyslexia label currently means. This study explored the nature and extent of UK lecturers' awareness of, and attitudes towards, dyslexia and dyslexic students. One hundred and sixty-four lecturers working within a range of disciplines in 12 UK universities were surveyed via an online questionnaire. The findings revealed a high degree of positivity towards dyslexic students and academic accommodations like reasonable adjustments. The positivity, though, was typically underpinned by inadequate awareness of current dyslexia research knowledge. Notable consequences included confusion and feelings of inadequacy around how best to meet the needs of dyslexic students, a resultant reliance on generic

reasonable adjustments, and disinclination to fully engage with related equity issues. The study's quantitative estimate of the extent of these findings, together with its analysis of cross and inter-institutional differences, adds a new dimension to existing knowledge in the field. It has serious implications for the overall quality and equality of teaching and learning in higher education.

Wellbeing/ Mental Health

Benson-Eggleton, J. (2019)

The financial circumstances associated with high and low wellbeing in undergraduate students: a case study of an English Russell Group institution.

Journal of Further & Higher Education, 43 (7) 901-913

DOI:10.1080/0309877X.2017.1421621

Abstract: This article examines the relationship between a student's mental wellbeing and their financial circumstances. In England, successive governments have adopted a strategy of shifting the cost of university from the state to the individual as a means of increasing participation in higher education. In recent years, some have attributed the significant rise in the number of students accessing university mental health services to this increased financial pressure. Drawing data from a large-scale questionnaire completed by undergraduate students at a London-based Russell Group institution (N = 1171), this article explores the interaction between financial factors such as part-time work, debt, bursary receipt and parental contribution, and a student's score on a validated scale of mental wellbeing. Taking this further, it explores the relationship between a student's wellbeing score and the extent to which they feel that their financial situation has impacted their university experience. Two main research questions will be addressed: which financial circumstances are associated with high and low mental wellbeing in students, and what role does a student's perception of their financial circumstances play in relation to their wellbeing? The impact of demographic factors will also be explored. This article finds that, compared to students in the top 20% for wellbeing (Q5), students in the bottom 20% for wellbeing (Q1) were more likely to be in receipt of a bursary, less likely to receive parental financial support and less likely to be debt-free. Most notably, there was a clear relationship found between a student's mental wellbeing and their financial wellbeing.

Blais, Martin(2019)

Mental health service utilization in a sexually diverse, representative sample of high school students.

*Journal of Gay & Lesbian Mental Health*23 (3,)307-325.

DOI: 10.1080/19359705.2019.1611686.

Abstract: This article describes patterns of mental health service (MHS) utilization in the past 12 months (counselor or community worker, group meeting attendance, and prescribed medication) across gender, sexual orientation, and perceived discrimination based on sexual orientation and/or gender expression. We conducted a self-administered survey in a sample of 8,194 students in grades 10, 11, and 12 (mean age = 15.4; 58%

girls; 18% sexual minority youths [SMY]) from 34 randomly selected high schools from an eligible pool from the Quebec Ministry of Education. The most common MHS used was consulting a counselor or a community worker (15%), followed by group meeting attendance (5%), and having medication prescribed (3%). After controlling for mental health status and sociodemographic variables, and despite variations among sexual orientation subgroups, SMYs were consistently equally or more likely than different-gender-attracted youths to report using the MHSs investigated. Perceived discrimination based on sexual orientation and/or gender expression was associated with higher rates of MHS utilization. This study contributes to a better understanding of youths' MHS utilization and highlights the role of perceived discrimination based on sexual orientation and/or gender expression in triggering MHS needs.

Cohen, E.; McConnell, Wi.

Fear of fraudulence: graduate school program environments and the impostor phenomenon.

Sociological Quarterly. 60 (3) 457-478. DOI: 10.1080/00380253.2019.1580552.

Abstract: Those who suffer from impostorism experience feelings of fraudulence, worrying that they are fooling others about their abilities and that they will eventually be exposed. While prior research emphasizes the trait-like durability of impostor personalities, we argue that impostorism is sensitive to experiences in proximate social environments, such as graduate school programs. The authors examine the relationship between perceived characteristics of graduate school program environments and students' impostor feelings using survey data from a large university (N = 1,476). Results demonstrate that students' perceptions of lower-quality mentorship, increased competition, and increased isolation are associated with more frequent impostor fears. The authors discuss the consequences of impostorism in academia and review implications for program policies and future research.

Gibbons, S. (2019)

Undergraduate students survey their peers on mental health: perspectives and strategies for improving college counseling center outreach.

Journal of American College Health, 67 (6) 580-591. DOI: 10.1080/07448481.2018.1499652

Abstract: Objective: The purpose of the study was to examine student perspectives about college mental health including the primary mental health issues affecting students, common college student stressors, student awareness of campus mental health resources, and mental health topics students want more information about. Participants: Participants were 822 undergraduate and graduate students enrolled in a private university. The study was conducted during September 2016. Methods: As part of a public health course in program planning, undergraduate students surveyed their peers about their experience with mental health and mental health resources. Results: Stress was perceived as the largest mental health issue. Students most wanted more information about school/work/life balance followed by stress management. Electronic newsletters, social media, and on-campus seminars were the top strategies that students suggested as ways to reach them. Conclusions: The results provide student perspectives on mental health that may be useful in developing effective outreach efforts

Heiman, N. (2019)

A deeper understanding of depression and suicidality among medical students. *Medical Teacher*. 41 (6) 711-713. DOI: 10.1080/0142159X.2018.1467559.

Abstract: Prevalence rates for depression among medical students are three times higher than the prevalence rates of depression in the general population. In order to understand these high prevalence rates, the authors discuss the underlying psychodynamics of a subset of medical students who seek therapy for depression and suicidality during their medical school years. Does medical school screen for people who are more prone to depression or does medical school cause high depression rates? The authors describe students with the combination of harsh/critical aspects from their early family life coupled with emotional misattunement of caregivers. The authors then discuss how the medical school environment may lead to reexperiencing of these dynamics, triggering depression and suicidal ideation. The article provides recommendations for identifying these students and referring them to mental health services.

Jackson, Lily (2019)

Campuses are short on mental-health counselors. But they've got plenty of antidepressants.

Chronicle of Higher 65 (36) pN.PAG-N.PAG.

Retrieved from <https://www.chronicle.com/article/Campuses-Are-Short-on/246532>

Quinn, B. (2019)

Toward total student health: A qualitative pilot study.

Journal of American College Health. 67 (5,)391-396. DOI: 10.1080/07448481.2018.1484365

Abstract: Objective: Colleges should aim to cultivate healthy behaviors among students by addressing alterations in wellness students view as important. The purpose of this study was to determine the self-perceived wellness-related concerns and behaviors of college students. Participants: Thirty-seven undergraduate students participated in this study between January and March 2017. Methods: Focus groups served as a data collection method. Groups were recorded and transcribed verbatim. Directed and conventional approaches to data analyses were employed. Results: Participants expressed concern regarding four campus wellness topics: nutrition, economics, mental health, and campus safety. Participants offered solutions for improving campus wellness, representing a fifth theme. Conclusions: Health concerns for college students and realistic solutions to address concerns were identified across focus groups. Overall, students cared about their own health, as well as the well-being of other students. Future directions include conducting a Web-based survey among students to assess prevalence and impact of select health and wellness topics.

Piña-Watson, B; (2019)

Bicultural stress, coping, and psychological functioning among Mexican-descent and White college students.

Journal of Clinical Psychology, 75 (7,)1249-1266. DOI: 10.1002/jclp.22767

Abstract: Objective: The present study investigates associations between bicultural stress, coping, and responses to stress (RTS) in relation to depressive symptoms and

self-esteem for Mexican-descent and non-Latinx White college students. Method: With a sample of 268 Mexican-descent and non-Latinx White college students, two multiple-mediation path models and two moderation models are examined. Results: The hypothesized mediation models were both supported indicating higher bicultural stress is associated with higher reporting of engaged and disengaged forms of coping and RTS. Engaged coping was associated with mental health resiliency while disengaged coping and RTS contributed to vulnerability. Disengaged and secondary engaged coping were mediators in the depressive symptoms and self-esteem models. In terms of moderation, disengaged coping and RTS were both moderators in the bicultural stress-depressive symptoms relationships. Conclusions: College students' reactions to bicultural stress may either promote mental health resiliency through engaged strategies or increase vulnerability through disengaged coping and involuntary RTS.

Tran, A.; Lumley, M. (2019)

Internalized stigma and student well-being: The role of adaptive and maladaptive coping. *Social Work in Mental Health*. 17 (4) 408-425. DOI: 10.1080/15332985.2018.1563023.

Abstract: Mental illness (MI) stigma is a major source of psychological distress for postsecondary students. The present study examined whether the associations between MI stigma and psychological health were influenced by adaptive and maladaptive coping. Seventy-eight university students with documented mental health concerns (17–26 years of age; 80% female) completed self-report measures on coping, internalized stigma, well-being, and depressive symptomatology. Multiple mediation models tested the indirect effect of coping in the relation between internalized stigma and well-being. Maladaptive coping fully mediated the association between stigma and distress, while adaptive coping fully mediated the relation between stigma and well-being. Whereas maladaptive coping strategies may be reinforcing psychological distress, adaptive coping may be helpful in effectively managing stigma-related stress while enhancing well-being.

Student mental health and exams: what can we do to help?

TES: *Times Educational Supplement*. 2/22/2019, Issue 5339, 16. Retrieved from: <https://www.tes.com/magazine/article/student-mental-health-and-exams-what-can-we-do-help>
Worry over GCSEs and A levels are said to top the list of stress points for teenagers. We need to look at what can be done to reduce that burden on their mental health.

Todd, S.(2019)

Responding to student mental health concerns in social work education: reflective questions for social work educators.

Social Work Education 38 (6),779-796. DOI: 10.1080/02615479.2018.1563591.

Abstract: In this paper, we explore ways in which social work educators might respond to students who report that mental health issues underlie their difficulty in meeting core competencies, or otherwise use the language of mental health to describe their struggles to succeed in social work programs. We discuss various trends in policy responses in Canada, the US, the UK, and Ireland. While there are general policy trends, it is clear that responding to these kinds of issues requires the development of highly flexible and situated policy processes that can respond to student realities, concern for students'

rights and privacy, and an awareness of potential discrimination against students. These processes also need to meet the specificities of practicums, particular institutional policies, the mandates of relevant professional bodies, and the precise local legislative framework that shapes these situations. Given these varying contexts, in this conceptual paper, we used a framework on disability that is informed by critical theory to engage existing school policies and propose a set of reflective questions that can guide schools of social work to create an overall responsive environment. These reflective questions are designed to help social work educators balance the rights and needs of students with the professional and institutional demands that students meet core competencies in their education.

White, M (2019)

Evaluation of a self-care Intervention to improve student mental health administered through a distance-learning course.

American Journal of Health Education. 50 (4)213-224

DOI:10.1080/19325037.2019.1616012

Abstract: Background: Graduate training is a high-risk period for worsening mental health. Previous research reported the effectiveness of a classroom-based self-care intervention for graduate students. Purpose: The study evaluated the effectiveness of an online self-care intervention for graduate-level students to prevent worsening mental health. Methods: Participants were 187 students in public health. The intervention consisted of behavior change assignments designed to increase health-promoting behaviors within four domains (nutrition, physical activity, mental health, social support). Students received bonus points for maintaining health behaviors for the duration of the 12-week semester. Outcomes included measures of nutrition, physical activity, depression, anxiety, and perceived stress. The study employed a control group of students not enrolled in the course (n = 29). Results: Health promotion behaviors increased over the course of the semester (ps < .001), with the largest effect sizes for increases in fruit and vegetable intake and physical activity. Improvements in self-reported health were reported. Control students reported no improvements. Discussion: The study provides support for the utility of a brief self-care intervention for students in the health sciences. Translation to Health Education Practice: This disseminable intervention can support student well-being in a variety of academic programs. A AJHE Self-Study quiz is online for this article via the SHAPE America Online Institute (SAOI) <http://portal.shapeamerica.org/trn-Webinars>

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