

ALISS Quarterly

Association of Librarians and Information professionals in the Social Sciences

Special issue:

Diversifying the library

Diversifying Library Collections

University of Huddersfield;
University of Kent.

Supporting our Diverse Users

Writing Accessible Descriptions for Complex Images;
learning Maths as a blind student.

Professional Development

EARLL Launch; ALISS bursary winner report.

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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 diversifying libraries so that they reflect the backgrounds and interests of our users.

The first section includes materials on diversifying collections to purchase more appropriate materials. It contains contributions from the university of Kent and the University of Huddersfield. The key message of both these projects is the need for library staff to collaborate with other external stakeholders.

The second section covers initiatives to broaden the reach of the library to be more inclusive of our disabled users. Huw Alexander gives advice on supporting the use of graphs, images and mathematical symbols by screen readers and Stacey Scott of the RNIB provides an inspiring personal insight into her experiences of learning and succeeding in mathematical study as a blind student, this is followed by our usual bibliography of disability related articles.

The final section covers career development. It is part of ALISS commitment to encourage new talent. It includes an account of the launch of a new group for young and early career information professionals working in academic libraries providing insight into their concerns and the challenges they face. The second article is from our bursary winner Anna James and recounts her experiences at the conference funded by ALISS members. Further details of how you or your staff could apply for a similar opportunity in 2020 are available here <https://alissnet.com/bursary/>

I have a new website <https://socialsciencecurrentawareness.wordpress.com/> which aims to support and encourage you in social science research.

Look out for

- The weekly update of Social Science Sites of the Week
- The monthly Disability and Higher Education Bibliography
- Links to my scoop.it pages on Gender, Higher Education, Race and Diversity, International Development and Media Studies
- Inspiring and funny web resources to brighten your day!

The main Aliss website remains at <http://www.alissnet.com>

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>.

We hope you enjoy the issue.

*Heather Dawson.
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Broaden my Bookshelf: working with the University of Huddersfield SU to tackle the attainment gap

Kate McGuinn, University of Huddersfield

This article is based on a talk prepared for the one day conference *Decolonising the curriculum - the Library's role* at Goldsmith's College in January 2020.

Broaden my Bookshelf is an initiative to increase the range of authors represented in the University of Huddersfield Library. It was launched in October 2018 and is being delivered in collaboration with the University of Huddersfield Students Union (UHSU) and is supported by UHSU's Black, Asian and Minority Ethnic (BAME) Ambassadors. It grew out of our desire to work with the SU on improving the quality and breadth of reading lists, along with a growing awareness of issues around the *Why is my curriculum White?* Campaign which started at UCL in 2014 (Hussain, 2015). At the time that we started discussing a new initiative to improve the range of our book stock in the summer of 2018, we already had a good working relationship with UHSU.

The BAME Ambassadors Scheme

This was launched in September 2017 as an initiative to close the BAME attainment gap. It was the brainchild of Jonathan Stephen who was Education Officer from 2017-18 and then President from 2018-19. Ambassadors work to challenge the academic community to diversify the curriculum and to adopt an inclusive learning environment. They also negotiate changes to teaching and learning practices at senior level committees (University of Huddersfield Students Union, n.d.). The scheme won UHSU the Students' Union of the Year Award at the NUS Black Student Awards 2018. In 2018, the President and other SU Officers were keen to involve BAME ambassadors in advocating for a wider range of reading material. Our goals and the SU's coincided at the right time and Broaden my Bookshelf was the project which resulted.

The attainment gap is the difference between BAME students and their white counterparts' level of achievement. Statistics show that BAME students are not likely to be as successful as their white course colleagues and this applies across all disciplines. Figures from Advance HE show that In 2015/16, the gap was largest in England, where 78.8% of white qualifiers received a first/2:1 compared with 63.2% of BAME qualifiers – a 15.6 percentage point gap (Advance HE, n.d.)

What is Broaden my Bookshelf?

At a basic level, Broaden my Bookshelf is simply the Library asking staff and students to suggest books by authors from a BAME background and, since March 2019, by or about members of the LGBT+ community. We do this by making available in the Library Broaden my Bookshelf postcards and a postbox, along with an online form on the Library web pages. This is an ongoing commitment by the Library. The Director of Computing of Library Services has been very keen to support Broaden my Bookshelf, initially pledging £20,000 for us to spend on books in 2018 to get the initiative off to a really good start. Our budget for the current academic year is £10,000. Of course we need to keep reminding students and staff about Broaden my Bookshelf and we do this by mentioning

it as often as possible in Student Panels, Course Committees, School Board and Teaching and Learning Committee meetings, on our social media channels and by organising a range of events.

To launch Broaden my Bookshelf we planned a week of activities in October 2018 to coincide with Black History Month. These included daily readings at lunchtime (given by the BAME Ambassadors and by library staff), a keynote talk by Dr. Shola Mos-Shogbamimu, a panel debate, a Black History Month themed Wikipedia Editathon and workshops to help lecturers diversify reading lists.

In February 2019 (LGBT History Month) we relaunched Broaden my Bookshelf to encompass books by and about the LGBT+ community. New publicity was designed, along with a new postcard incorporating the LGBT+ rainbow. In October 2019 we planned more Black History Month activities, including another panel debate entitled *Tackling the BAME attainment gap together*. We also had outreach stands in all seven schools of the university which were staffed by BAME Ambassadors and librarians jointly. The aim was to talk to students about how inclusive their curriculum is and gather feedback and ideas about how things could be done better. The success of these stands was mixed and some didn't happen due to last minute unavailability of BAME Ambassadors. There was also an Inclusive Curriculum Forum, which was run by UHSU and the BAME ambassadors.

Challenges

It hasn't all been plain sailing with Broaden my Bookshelf. One of the challenges we have faced was the difficulty of engaging students and teaching staff and getting them to attend events. We had a poor turnout at both the Wikipedia Editathon and the sessions to help lecturers diversify reading lists which were run in 2018. This was in part down to publicity problems. In both 2018 and 2019 we found it difficult to finalise publicity in time for October as new UHSU officers were only in post from late summer. Publicity needed to be finalised in August when many people were away on holiday. These factors contributed to publicity being designed and printed at the last minute and this may have contributed to poor attendance at some events.

It is generally a very positive experience working with UHSU, but on occasions we have come out of meetings and realised we haven't agreed who is going to actually do anything! Another issue is that it takes a while to get to know the new officers and they keep changing every year. We have realised that SU officers all come with their own political agenda and desire to bring about change in a short period of time and leave a legacy. They are passionate about their aims and can be intolerant of delays in achieving them. Officers tend to be young and have little work experience so they aren't used to meetings which are well chaired and where everyone comes away with a set of actions. We also found that poor communication over publicity in 2018 led to some duplication of effort and inconsistency. In addition, on occasions we have tried to deliver events with the help of the BAME ambassadors, for example readings in 2018 and outreach stands in 2019, it has been hard to get their buy in and to rely on them. On several occasions they failed to turn up or pulled out at the last minute.

Successes

There have been some high points along the Broaden my Bookshelf journey too. The keynote talk delivered by Dr. Shola Mos-Shogbamimu in October 2018 inspired us to be activists in everything we do. Both panel debates have elicited some great questions and contributions from students. The 2019 panel focussed on the question “How can we close the BAME attainment gap?” and was well supported by senior academics, with Professor Tim Thornton, our Deputy VC on the panel as well as Dr. Jane Tobell, who is a Teaching Fellow with a university-wide role in Teaching and Learning. We feel this sent a positive message to BAME students that senior academics are listening to them. It has been a privilege to work alongside some incredible student activists, both in planning events and participating in readings and outreach events with them.

The main aim of Broaden my Bookshelf was to improve the diversity of our collection and we have had some success in this area. 251 books have been bought by the time of writing, of which 93 have been borrowed more than once. The most popular book (Milk and Honey by Rupi Kaur) has already been borrowed 13 times. The majority are fiction titles, which are located in our HudReads leisure reading section. A sizeable minority are non-fiction titles and we would like to see at least some of these being added to reading lists.

What next for Broaden my Bookshelf?

A minority of lecturers are already on board with broadening their reading lists (especially the BAME staff network) but there is still a way to go and this will be our focus over the next 12 months. We are hoping to get a well-known author to come and talk about their book as part of the Huddersfield Literary Festival in March 2020.

We have concentrated a lot on promoting the BAME agenda so far and now we really need to do more on the LGBT front, probably working together with the LGBT Society and LGBT staff network. We have a couple of LGBT poets in our local area and have started talking about organising a poetry event with them in 2020.

All these things will hopefully enable us to keep the momentum going with reminding students and staff to keep suggesting books. It will be a long, slow process, but it is our hope that through Broaden my Bookshelf we can do our small part in redressing the balance for students who are part of a minority and in particular that we can help to close the BAME attainment gap.

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- University of Huddersfield Students Union. (n.d.). *BAME Ambassador Scheme*. Retrieved from <https://www.huddersfield.su/bame>

See yourself on the shelf: a collaborative approach for diversifying library collections

Emma Mires-Richards (*Humanities Liaison Librarian*), Sarah Field (*Sciences Liaison Librarian*) and Jade Sanderson (*Diversity Mark Student Researcher*) at University of Kent.

Diverse scholarship

“The search for that elusive sense of belonging, respect and visibility in academia”
(Gabriel, D. and Tate, S.A. 2017, p 108-123)

Reading lists are an important representation of the legitimised ideas, theories and perspectives that dominate within a subject area and often guide student-reading choices. Although not the totality of learning, reading lists can place an implicit bias on a *correct set of readings* and perspectives around a topic. However, what is absent can be just as important.

Library engagement was enlisted early on in this project to support the review of online reading lists. There was a recognition that reading lists shape our library collections at Kent, and diverse reading lists will mean students from minority groups recognise themselves within our collections and that all students benefit fundamentally from the plurality of perspectives and authors.

This has become one of a number of interventions employed by the Student Success Network, a university-wide EDI research project (running since 2015), investigating student retention and attainment or awarding gaps between the most advantaged and disadvantaged groups.

Partnerships and engagement

The Diversity Mark pilot project launched in 2018 as a collaborative activity, which included Library Services, Kent Union, Student Success Project steering group and a cross-disciplinary working group of academic departments across the University that included student researchers. Research spanned several disciplines within the humanities and social sciences faculties.

From a personal perspective, working within a collaborative framework has provided the support, expertise and means to develop processes and understanding that would have been harder to achieve as a service in isolation. The mix of humanities and social sciences disciplines has also provided different lenses and practices to think about, which has been helpful in highlighting different approaches and methods for addressing lack of diversity and dominance of other perspectives in reading lists.

Student voices in the space have been central to the impact and adoption of this work across the University; it is difficult to deny student experiences first-hand. “If my modules had a diverse reading list,] “I’d take so much pride in my studies and be so happy. I’d just be soaked in my studies. And because everyone on the course is doing it you can have a proper conversation... let’s talk about it.” (Black stage 3 student, focus group Feb 2019)

Student researchers were employed in carrying out key elements of this research. This

has been mutually beneficial as the University gained from their research and reflective practice. While students gained key skills including critical thinking, project management, data handling, communication and presentation as well conducting desk research. An ambition going forwards is that they also feel valued for being involved in a high impact project, enhancing their sense of belonging.

The collaborative approach also allowed partnership development with the Student Wellbeing and Kent Union teams to develop liberation month reading lists promote a student-facilitated reading group and engage students with book recommendations outside of curricula. These activities afford a diverse student community greater opportunity to read books that relate to their own cultural and personal experience as well as others.

Evidence and findings

Humanities case study

An early pilot looked at the reading lists of six self-selecting modules; reviewed using data from Talis Aspire, our online reading list system. We exported bibliographic data and shared with module convenors to populate additional details relating to gender, ethnicity and diversity of content for each title where identifiable. This early iteration of the work lacked the student voice. So following the lead of an early pilot in the School of Social Sciences, Sociology and Social Research (lead by Dr Barbara Adewumi and Dave Thomas). Two student researchers, Miriam Jeyasingh and Wayne Lavinière, were employed to complete an audit of all of the reading lists in one of the six humanities departments, with the support from library and academic staff. Twenty-four modules reading lists received analysis according to a number of factors. The results reported on the gender, ethnicity and nationality of authors, as well as the accessibility and modernity of resources. Outcome of the lists content illustrated the stark divide; 82% were white authors and 0.3% authors of colour, similarly factors relating to nationality by continent and gender were unrepresentative. 'Narratives and systems of knowledge are not neutral, not even in reading lists.' (Module convenor).

We presented the results as an infographic at a meeting with staff and students from the school. This stimulated discussion - with staff contributing ideas and suggesting future work whilst raising student awareness around these issues. All convenors took away a printed copy of the infographic summary for their own modules with the data presented in a visually impactful way. Some academics have since reviewed reading list and demonstrated an understanding of their integral role in shaping our collections and diversifying resources.

There is recognition that research on data can be problematic, we only reviewed titles on reading lists, which did not account for other learning materials within the VLE. Perspective is more than just numbers and does not incorporate lenses of material delivery. Accuracy of the data and categorization is open to interpretation; however, we see this as a jumping off point to enable the right conversations to take place in learning environments.

Social Sciences case study

Jade Sanderson has been working as a student researcher and analysed ten modules in the social sciences. The overarching pattern here was that the majority of the authors in the reading list were white males either over 50 or deceased. Only one module on including gender as a topic had a majority of females. However, they were white females, over the age of 50.

Based on selected modules it was clear that there was a lack of diversity. There was hardly any literature written by people of colour in the modules or even females of colour. However, when these findings were presented to the school they were extremely positive in trying to improve their lack of diversity. The school are now embarking on achieving the Diversity Mark for all modules; what this entails is that the school must adhere to a list of criteria to be awarded with The Diversity Mark. For example, one of the criteria includes allowing students to make recommendation towards the content on the reading lists. Jade believes this approach will be a hugely beneficial in amplifying the student voice and the impact on making sure they feel represented in their modules.

Practice and Support

We see success as measured in embedding this practice across schools with an increasing number of modules awarded and sustaining a Diversity Mark. The goal is to see examples of a fully collaborative approach to reading-list curation between academics and students.

The awarding of the Diversity Mark is dependent on meeting a number of criteria, which could be dependent on discipline/approach; universal to all methods though is the presence of student voice and their engagement in the process. We are developing a 'Diversity Mark badge' for Moodle (available University wide for 19/20) to identify lists that have undergone this process and represent beacons of best practice.

One recommendation from the project is that academic colleagues receive workload points for diversification work; this may help alleviate pressures for staff teaching on temporary contracts and for modules that are team taught where time to devote to this work can be scarce and additional.

To support the work of academics we have developed a toolkit for staff and students to provide guidance for considering other perspectives and starting conversations around this process in the curriculum.

This project has enabled the library to develop professional expertise as to what initiatives have worked in other libraries, and who publishes in the area of interest, whether niche or mainstream, we would like to recognise the generous sharing of this knowledge across library and higher education sectors. Via student interns, we have been reviewing existing library collections for a number of inclusive factors including geographical biases. We plan to build on this knowledge and empower colleagues to consider these when compiling reading lists as well as query our own decisions around library acquisition and, hopefully this leads to curriculum change as more diverse content is included that in turn engages students, improves their overall experience and develops graduate attributes.

Next steps

We envisage the outcomes of this project as long-term. We will continue to work collaboratively on developing Diversity Mark and library support and knowledge so that individuals and schools can sign-up and make use of the resources and the research done so far. Further audits are not necessarily required as results from multiples schools have been consistent; thinking is progressing about involving students less to audit reading lists than to co curate them with online resources relating to diversity and marginality including protected characteristics that are often not visibly apparent.

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Liberate the library: useful resources

Here are our selection of recently released really useful resources on this topic. All intend to be updated regularly so are worth bookmarking!

JISCMail LIS-DECOLONISE list.

<https://www.jiscmail.ac.uk/cgi-bin/webadmin?A1=ind1912&L=LIS-DECOLONISE>

Operates as a forum for UK HE staff to share and discuss events, resources and debates relating to all aspects of decolonising including curriculum resources and collection development policies. Free registration via email. Non members can consult the mailings archive.

CILIP BAME and Allies Network

<https://www.cilip.org.uk/general/custom.asp?page=BAMENetwork>

Launched in Autumn 2019. With its objective 'provide a forum for librarians and information professionals from Black Asian and Minority Ethnic backgrounds to share their experiences, support each other and network' its website provides details on policy and events for members.

DILON: Diversity in Libraries of the North

<https://libdiverse.wordpress.com/about-us/>

Inspiring blog from new network to support library and information workers who identify as BAME. Although based in the North membership and reach is nation wide. It^o includes details of events and resources as well as comment.

Cardiff Met & CILIP ILIG Decolonisation Conference November 2019.

Decolonising Library collections and practices: from understanding to impact

https://padlet.com/jim_finch8472/cnryftdmavot

Outstanding collection of slides, papers and reflections from this recent CILIP conference.

<https://www.cilip.org.uk/default.aspx>

Particular highlights are:

- The useful reading list on race and decolonisation
- The article on Belonging in the Library Making sense with zines from Roehampton University which explored how zine making with BAME ambassadors could enable the expression of feelings towards race and identification with library resources which would otherwise be difficult to vocalise
- Can UX decolonise the university? from David Clover of the University of East London argued that there is a need to critically consider what decolonisation actually is. He discussed how the evidence obtained from user experience techniques, such as direct observation and interviews, could be used as starting points to provide data and insight into the lived experiences of students.

Writing Accessible Descriptions for Complex Images

Huw Alexander, textBOX.

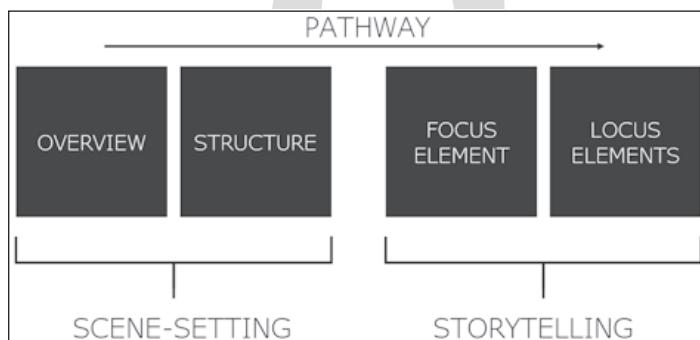
Introduction

Pedagogy has taken a sharp visual turn in recent years. Textbooks are rich environments for images and diagrams that seek to enhance learning outcomes by condensing complex theories into digestible information. Google states that “*writing useful alt-text is an art. It needs to convey the same concept as the image, in the same context.*”¹ There is indeed an art to writing great image descriptions but there is also a science. At textBOX² we merge the art and science of image descriptions to create high quality, immersive and consistent content for users. This article provides an overview of our methods with specific examples for popular complex charts and creating accessible mathematical equations.

The focus|LOCUS method

It can be difficult to know where to start in describing an image and what information needs to be included. textBOX designed the focus|LOCUS method to help writers identify the description requirements and write engaging descriptions.

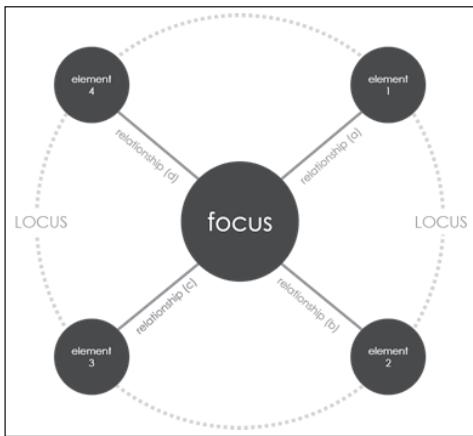
Scene-setting and storytelling are the fundamentals of the focus|LOCUS method and create a framework for writing the description. The scene-setting stage provides the user with a brief overview and structural description to help them visualize the image. The storytelling stage identifies the key elements within the image and weaves them together for the user in a logical pathway through the image.



The focus/LOCUS method for image description deconstructs the image into its individual elements. The focal point of the image (the focus) is identified and acts as the gateway to the description. The surrounding elements of the image (the loci) are then mapped to the focus to construct an accurate and immersive description for the user. The focus/LOCUS method simplifies the process of accurately describing visual content and has been developed through extensive research and testing with visually impaired users.

1 Google Developers: <https://developers.google.com/web/fundamentals/accessibility/semantics-builtin/text-alternatives-for-images>

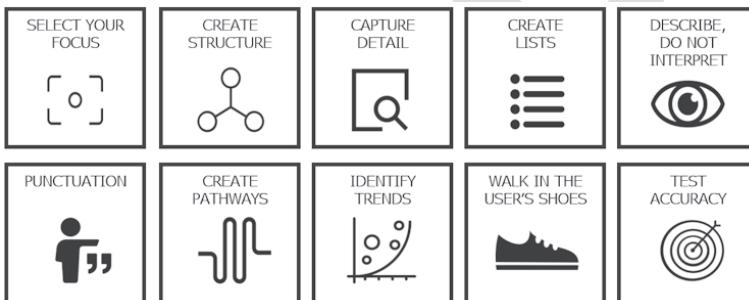
2 The textBOX website: <https://www.textboxdigital.com/>



The focus/LOCUS method is a new and exciting approach for the description of images for the visually impaired and print disabled. It emphasises simplicity and consistency and caters for every type of image. One of the foremost challenges in writing image descriptions is identifying where to begin. By deconstructing the image into its focus and loci elements focus/LOCUS solves this issue and effectively guides writers through the process of creating rich and engaging image descriptions for every type of image, from graphs to graffiti.

The 10 Secrets of Writing Great Image Descriptions

When writing image descriptions, the following 10 rules should be kept in mind.



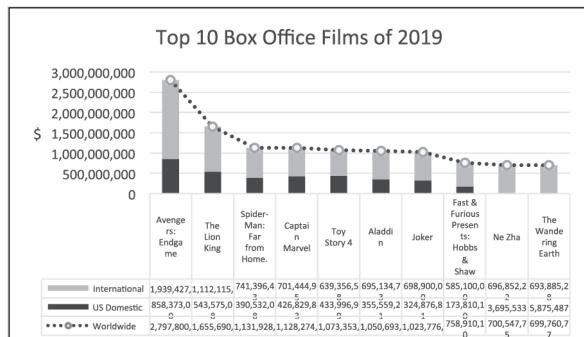
1. Select your focus and build your description from this focal point.
2. Enable the user to visualize the structure of the image.
3. Encourage immersion by paying close attention to detail.
4. Organise your description with well-structured lists.
5. Never interpret the image for the user. A description should convey information for the user so that they can interpret for themselves.
6. Use simple punctuation, such as commas and periods, to create natural pauses.
7. Create navigable pathways for the user through the image. The description should follow a coherent, logical pathway through the image from the focus (main subject) of the image to the details.
8. Identify trends within images that contain mass data.⁹
9. When writing an image description, adopt the user's perspective. What information is important? What information should be prioritized in the description?
10. When the image description is complete, reread the description and see if you can recreate the image from the description. Can you visualize the image using only the text?

Applying these straightforward rules will help create detailed, immersive and useful descriptions.

Applying focus | LOCUS in the real world

At textBOX we provide image descriptions for a range of different publishers and clients. We also capture detailed data about the images we encounter. If we look at the most popular types of charts, we can see how to apply the focus | LOCUS approach to complex images by including an overview, a structural description to help visualisation and the data organised as an accessible list.

Bar Charts



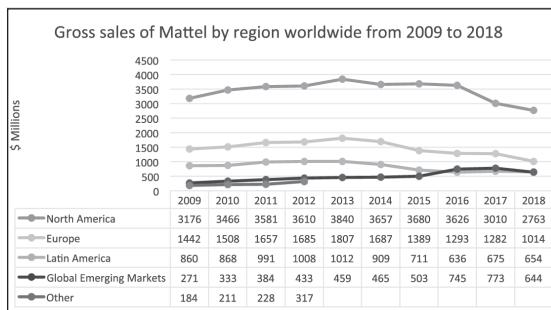
Description

A vertical bar chart illustrates the top 10 films at the worldwide box office in 2019. The box office take, in US dollars (in millions), is plotted on the Y-axis with a range of 0 to \$3 billion. The 10 films are plotted on the X-axis.

The data points are as follows:

1. **Avengers: Endgame.**
Worldwide, \$2,797,800,564. US Domestic, \$858,373,000. International, \$1,939,427,564.
2. **The Lion King.**
Worldwide, \$1,655,690,790. US Domestic, \$543,575,085. International, \$1,112,115,705.
3. **Spider-Man: Far from Home.**
Worldwide, \$1,131,928,519. US Domestic, \$390,532,085. International, \$741,396,434.
4. **Captain Marvel.**
Worldwide, \$1,128,274,794. US Domestic, \$426,829,839. International, \$701,444,955.
5. **Toy Story 4.**
Worldwide, \$1,073,353,577. US Domestic, \$433,996,992. International, \$639,356,585.
6. **Aladdin.**
Worldwide, \$1,050,693,953. US Domestic, \$355,559,216. International, \$695,134,737.
7. **Joker.**
Worldwide, \$1,023,776,813. US Domestic, \$324,876,813. International, \$698,900,000.
8. **Fast & Furious Presents: Hobbs & Shaw.**
Worldwide, \$758,910,100. US Domestic, \$173,810,100. International, \$585,100,000.
9. **Ne Zha.**
Worldwide, \$700,547,754. US Domestic, \$3,695,533. International, \$696,852,221.
10. **The Wandering Earth.**
Worldwide, \$699,760,773. US Domestic, \$5,875,487. International, \$693,885,286.

Line Charts



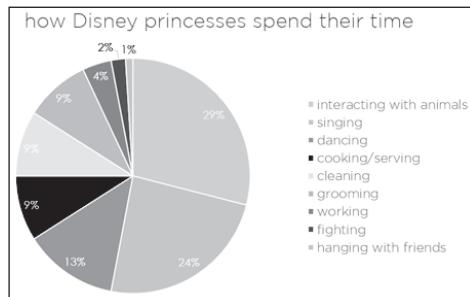
Description

A line chart describes the gross sales of Mattel by region between 2009 and 2018. The chart is measured in millions of US dollars on the Y-axis and years on the X-axis. Data are provided for 5 regions: North America, Europe, Latin America, Global Emerging Markets and Other.

The data points are as follows:

- 2009. North America, 3,176. Europe, 1,442. Latin America, 860. Global Emerging Markets, 271. Other, 184.
- 2010. North America, 3,466. Europe, 1,508. Latin America, 867. Global Emerging Markets, 333. Other, 211.
- 2011. North America, 3,581. Europe, 1,657. Latin America, 991. Global Emerging Markets, 384. Other, 228.
- 2012. North America, 3,610. Europe, 1,685. Latin America, 1,008. Global Emerging Markets, 433. Other, 317.
- 2013. North America, 3,840. Europe, 1,687. Latin America, 1,012. Global Emerging Markets, 459. Other, no data.
- 2014. North America, 3,657. Europe, 1,687. Latin America, 909. Global Emerging Markets, 465. Other, no data.
- 2015. North America, 3,680. Europe, 1,389. Latin America, 711. Global Emerging Markets, 503. Other, no data.
- 2016. North America, 3,626. Europe, 1,293. Latin America, 636. Global Emerging Markets, 745. Other, no data.
- 2017. North America, 3,010. Europe, 1,282. Latin America, 675. Global Emerging Markets, 773. Other, no data.
- 2018. North America, 2,763. Europe, 1,014. Latin America, 654. Global Emerging Markets, 644. Other, no data.

Pie Charts



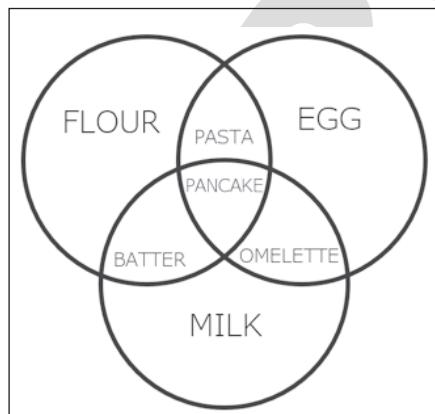
Description

A pie chart compares how Disney princesses spend their time in the top 10 grossing Disney princess movies of all time.

The chart contains 9 variables. The data values are as follows:

1. Interacting with animals, 29 per cent.
2. Singing, 24 per cent.
3. Dancing, 13 per cent.
4. Cooking/Serving, 9 per cent.
5. Cleaning, 9 per cent.
6. Grooming, 9 per cent.
7. Working, 4 per cent.
8. Fighting, 2 per cent.
9. Hanging with friends, 1 per cent.

Venn Diagrams



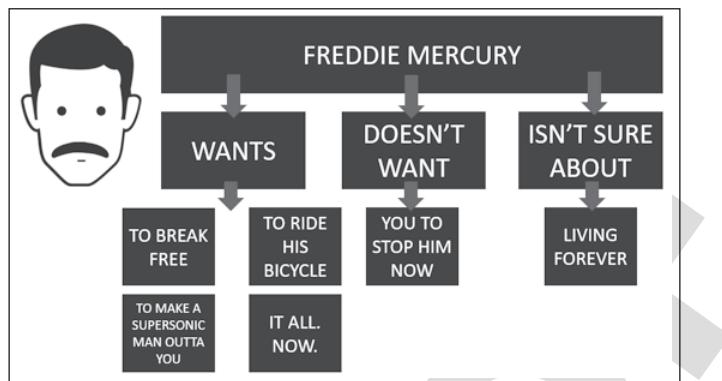
Description

A Venn Diagram with 3 intersecting circles labeled in a clockwise direction, Egg, Milk and Flour.

The Flour and Egg circles are positioned above the Milk circle to create a triangular shape. The intersections, in a clockwise direction, are as follows:

1. Egg intersects with Milk to create Omelette.
2. Milk intersects with Flour to create Batter.
3. Flour intersects with Egg to create Pasta.
4. Egg, Flour and Milk intersect to create Pancake at the centre of the Venn diagram.

Flowcharts



Description

A flowchart illustrates what Freddie Mercury wants through his lyrics. The flowchart has 3 levels and develops from north to south. At the top of the chart is a box labelled Freddie Mercury. The next level contains 3 boxes labelled Wants, Doesn't Want and Isn't Sure About. The last level contains 6 options.

The 6 pathways through the flowchart are as follows:

1. Freddie Mercury wants to break free.
2. Freddie Mercury wants to ride his bicycle.
3. Freddie Mercury wants it all, now.
4. Freddie Mercury wants to make a supersonic man outta you.
5. Freddie Mercury doesn't want you to stop him now.
6. Freddie Mercury isn't sure about living forever.

Describing Mathematics

Writing descriptions for mathematical content, especially equations, can seem like a daunting task. Fortunately, there has been a lot of research in this area and there are approaches that can solve the issue of creating accessible maths.

The Mathspeak³ standard was developed by the blind mathematician Abraham Nemeth to enable him to dictate his work. Mathspeak creates a vocabulary and framework for writing well-structured, accessible mathematics.

We can use a few famous examples to explore the Mathspeak approach:

Einstein's Theory of Special Relativity

$$E = mc^2$$

Mathspeak: Upper E equals m c superscript 2

³ Mathspeak Grammar Rules: <https://www.seewritehear.com/accessible-mathml/mathsspeak/examples/grammar-rules/>

Chaos Theory

$$xt + l = kxt(l - xt)$$

Mathspeak: X Subscript t plus l baseline equals k x Subscript t baseline left parenthesis l minus x Subscript t right parenthesis

Newton's Law of Universal Gravitation

$$F = G \frac{m_1 m_2}{r^2}$$

Mathspeak: Upper F equals upper G StartFraction m subscript 1 m subscript 2 over r superscript 2 EndFraction.

Conclusion

As teaching introduces more visual learning it is critical that all students can access the content. Image description is therefore incredibly important in supporting the learning outcomes of users. Writing image descriptions can, at first, seem a daunting task but the focus|LOCUS method provides a framework within which the writer can create consistent, useful descriptions for all types of images. Complex images can thus be simplified into a meaningful description that empowers users and ensures access for all.

My experiences of Learning mathematics

Stacey Scott, RNIB

When I attended my first lecture in Mathematics at University, I felt like I had found a subject that belonged to me. It was something I understood and I was keen to progress.

When I approached the lecturer at the end of the session and noted I wished to enrol on the course full-time, my enthusiasm was not met with the matching fervour I had hoped for. Indeed, the line “you can’t study Maths, because you can’t see” was the response I received. So, then, I absolutely had to study Maths! My first lesson, never let anybody tell you what you can or cannot do, they are most often wrong!

I told the department I absolutely wanted to study Mathematics and asked them to support me. I agreed that if I did not do well in the first semester, I would not return – no pressure then!

The department agreed to allow me to record all lectures and tutorials and provided me with copies of all the materials, fresh acetate slides and all.

I enlisted the aid of a reader/scribe and got to work...

I began by typing out, in word form, my answers and notes. This could then be written by my scribe in Mathematical form. For this, it is absolutely essential that the reader/scribe be extremely proficient in their Mathematical ability. I found that PHD students were ideal. They had the knowledge and they knew the terminology. It is important to note, the assistants did not take on a ‘teaching’ role, but having a Mathematical background was essential in insuring that the information was conveyed accurately.

Finding a PHD student, and having them entirely funded by DSA, was ideal, as they were then able to support me throughout the duration of my studies. This was important because, it takes time to build up that rapport and communication style. For example, $x+y/2$ can be spoken in different ways, and that way will completely change the meaning. It could be incorrectly interpreted as “ $x+y$ all over 2” instead of “ $x+ a half y$ ”. It is necessary for both parties to learn the preferences and ways of the other, and how they will translate information from written number form, to the spoken word. The better the communication, the quicker the sessions and when you have several lectures and an assignment every week, brevity is your friend!

It was not a simple or quick fix, but the more I did Mathematics in my mind, the easier it got. I learned to think in lines and hold numbers in my head and if I forgot one, the reader could always repeat it. 9 times out of 10, you already know the answer and that makes it easier when noting whether you are on the right track.

Having a reader/scribe did not – and does not – relieve the Maths department of their duty to support all students. When the department realised I was there to stay and I would work hard, they were actually extremely supportive. I got to know every one of them and we had very open conversations about what I could and could not see and the potential challenges. I found that, if I needed a little extra support, their door was always open.

There were challenges and I recall dreading a particular upcoming unit on graph theory. I was convinced I couldn't possibly complete it successfully, as it was just too visual and I planned my entire degree classification hopes around failing this unit.

After I decided to be more positive and try to make it work, I went to the course lecturer and began discussions on how I could access this content. I know, at this point, you would think there was a fancy computer-based solution. There was not. However, imagination took hold and we found a thousand magical and tactile ways to make the course, not only accessible, but really enjoyable. Sometimes this involved no more than drawing graph lines in salt dough – and it worked a treat!

I got a first in that unit and in my degree as a whole. The support of those around me made it absolutely more than doable. I have since met absolutely brilliant blind Mathematicians and have personally successfully tutored blind people and those with low vision in numeracy in Mathematics.

Today, there does not yet exist a “one size fits all” approach to successfully learning Mathematics, but there does exist software and tools which can now help, such as LATEX and MathML. However, the support and the ‘can do’ attitude, will take anyone wishing to study Mathematics as far as they need to go, and this absolutely includes people who cannot see.

Disability- Higher Education, Libraries, Teaching and Learning. Bibliography –September/October 2019

Policy

Hope, J. (2019).

Consider students with disabilities when making campus disaster plans.

Disability Compliance for Higher Education, 25 (4), 4-5. ; DOI: 10.1002/dhe.30738

Abstract: During campus crises and emergencies, students with disabilities need to have plans in place that might include help from others. What if a student in a wheelchair needs to be evacuated from a building but can't take the elevator because the power is out? asked Spencer Scruggs, M.S., Assistant Director of the Student Disability Resource Center at Florida State University. [ABSTRACT FROM AUTHOR]

House of Commons Education Committee (2019).

Special educational needs and disabilities. First Report of Session 2019

Retrieved from; <https://publications.parliament.uk/pa/cm201920/cmselect/cmmeduc/20/20.pdf>

Abstract: In 2014, Parliament legislated with the intention of transforming the educational experiences of children and young people with special educational needs and disabilities. The reforms were ambitious: the Children and Families Bill sought to place young people at the heart of the system. However, as we set out in this report, that ambition remains to be realised. Let down by failures of implementation, the 2014 reforms have resulted in confusion and at times unlawful practice, bureaucratic nightmares, buckpassing and a lack of accountability, strained resources and adversarial experiences, and ultimately dashed the hopes of many

Mannion , A (30 September 2019).

How York University is meeting accessibility regulations.

(Blog Post) Retrieved from:

<https://abilitynet.org.uk/news-blogs/how-york-university-meeting-accessibility-regulations>

Mannion, A. (24 Sep 2019).

Do you comply with the new accessibility regulations?

(Blog post) Retrieved from .

<https://abilitynet.org.uk/news-blogs/do-you-comply-new-accessibility-regulations>

Abstract: On the day the new The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 came into force in the UK, AbilityNet's Abi James spoke at London's Accessibility Meet Up in Sainsbury's Head Office in Holborn about how to comply with the new digital accessibility regulations for the UK public sector. Slides available at:

<https://www.slideshare.net/assistivelearning/london-ally-meetup-abi-james>

Singh, D. (2019).

Educational Rights of College Students with Disabilities.

College Student Journal, 53 (2), 243-251

Abstract: College education has become a prerequisite in today's globalized, knowledge based, and technology controlled economy. A college education not only benefits the individual, it also has numerous advantages for society. Research shows that college graduates are less likely to be involved with crime, more likely to be home owners, more likely to be healthy, more likely to live longer, and more likely to be financially astute. They tend to be good citizens whose contributions to society are hard to enumerate. Unlike compulsory public school education in the USA, there are no laws that mandate attendance in a college. For high school students with disabilities, the scenario is slightly different. The Individuals with Disabilities Education Improvement Act (IDEA) mandates that high school teachers and guidance counselors help high school students with disabilities plan for postsecondary education and post-school outcomes. Consequently, unprecedented numbers of students with disabilities are arriving in colleges and universities. Unfortunately, college professors and other personnel are not always prepared to work with these students. This paper focuses on educational rights of college students with disabilities that have been granted to them by federal legislation such as the Americans with Disabilities Act, and the Rehabilitation Act. It also includes short case studies of college students with disabilities. [ABSTRACT FROM AUTHOR]

Stigma

AGCAS (2019) **What Happens Next?**

<https://www.agcas.org.uk/What-Happens-Next-2019-report>

Reports on the first destinations of disabled graduates and provides real evidence of the effect of a disability on a graduate's employment prospects. The report is written by careers and employability professionals

Steinborn, M.; Nusbaum, E. (2019)

Crippling Human Rights Education with Disability Studies: An Undergraduate Reading List

Educational studies 55 (4), 489-504

Abstract: Aiming to place disability studies in conversation with other antioppressive educational frameworks, this article "crips" human rights education (HRE), a field that, by definition, teaches people about equality, dignity, and respect. A theoretical sampling of HRE journals and an online library database uncovers that human rights scholarship largely overlooks disability outside a medical or legal framework, though disability scholars consistently reference human rights in their work. We argue that these absences exemplify the active erasure of disability at the ontological level, and in response we urge scholars to reconceptualize where and how politics, activism, and social change take place. This "visibilizing" project follows Baxi's dictum that HRE must constantly adapt to people's localized experiences and the needs of future generations. We offer a reading list to begin this "visibilizing" project in undergraduate university settings, proposing that

teachers use “Disability and Human Rights Praxis: Intersectional, Interdisciplinary Readings for Educators” to conceptualize how they might pair disability studies in education and HRE texts to facilitate interdisciplinary class discussions and student projects.

Teaching and Learning

Axelrod, J. (2019).

Consider how the intention of a service influences equal access assessments: The case of health science learning resource programs.

Disability Compliance for Higher Education, 25 (2) p7-7, DOI: 10.1002/dhe.30705

Abstract: As highly competitive programs in health sciences add greater levels of academic support to boost student success, what does equitable access to support programs look like for students with disabilities? Considering the core principles informing our work, this question often creates a conundrum for many disability resource professionals. [ABSTRACT FROM AUTHOR]

Charmatz, M. (2019).

Get ready to respond to requests from students with disabilities.

Disability Compliance for Higher Education 25(2), p1-3; DOI: 10.1002/dhe.30701

Abstract: A new school year is about to begin, and you and your colleagues are no doubt busy getting ready for students with disabilities - new first-year students and transfer students who may be making requests for auxiliary aids and services and reasonable modifications of school policies and procedures. Here are some hopefully helpful hints in processing student requests. [ABSTRACT FROM AUTHOR]

Miller, S. (16 September 2019).

Why we need more than ‘tips’ on eLearning accessibility (blog post) Retrieved from: <https://elearningnetwork.org/why-we-need-more-than-tips-on-elearning-accessibility/>

Abstract: If you’re one of the growing number of eLearning professionals who has realised the importance of creating eLearning resources which are engaging for everyone, including people with disabilities, you might think it would be easy to find guidance on the standards you need to follow.

Enos, G. (2019)

TED-style event offers a voice to students with disabilities

Disability Compliance for Higher Education, 25 (2), 2-2, DOI: 10.1002/dhe.30703

Abstract: The University of Michigan held its sixth annual SpeakABLE event last spring, offering students with disabilities a platform for expression in a TED-style format. Megan Marshall, who works as a coordinator in the university’s Services for Students with Disabilities, discussed how the event has empowered a student population that often can feel marginalized. [ABSTRACT FROM AUTHOR]

Payne, R.(2019).

Making assessment inclusive.

Times Higher Education, Issue 2421, 18-18; <https://www.timeshighereducation.com/news/teaching-intelligence-making-assessment-inclusive>

Abstract: Relying on exams and essays to assess students excludes those with disabilities and ignores the real purpose of higher education, Ruth Payne writes.

ADHD

Dvorsky, J (2019)

Predicting impairment in college students with ADHD:the role of executive functions.

Journal of Attention Disorders 23 (13), 1624-1636

Abstract: Objective: This study longitudinally evaluated whether parent-ratings and self-ratings of executive function (EF) predicted the academic and overall functioning of college students with ADHD and whether EF deficits mediated the relationship between ADHD symptoms and functioning. **Method:** A prospective longitudinal study of 59 college students comprehensively diagnosed with ADHD and their parents who completed ratings at the beginning and end of the school year. **Results:** Student-rated motivation and parent-rated emotion regulation significantly predicted overall impairment above and beyond symptoms of ADHD. Student-rated EF motivation mediated the relationship between ADHD symptoms and overall impairment. Student-rated EF organization mediated the relationship between ADHD symptoms and end of the year grades.

Conclusion: Motivation and organization aspects of EF appear particularly important for functioning. However, given the study's modest sample size, additional longitudinal research is needed to confirm these findings and to develop best-practice assessment and treatment recommendations for college students with ADHD.

Willoughby, D.; Evans, M. (2019).

Self-processes of acceptance, compassion, and regulation of learning in university students with learning disabilities and/or ADHD

Learning Disabilities Research & Practice 34 (4), 175-184

Abstract: University students with a learning disability (LD) represent a growing fraction of the student population within North America. Although past research has focused on cognitive aspects of living with an LD and/or attention-deficit/hyperactivity disorder (ADHD), social-emotional factors have received less attention. Such factors may play an important role in self-regulation of learning. This study investigated the relations among self-compassion, self-acceptance of an LD, and self-regulated learning in university students with an LD and/or ADHD. Participants were 78 university students who self-identified as possessing an LD and/or ADHD. Variables were measured using an online questionnaire. These students had lower self-compassion scores than found by researchers in other studies. Correlational analyses revealed significant associations among self-acceptance of an LD, self-compassion, and self-regulated learning.

Autism

McLeod, J. (2019)

The Experiences of College Students on the Autism Spectrum: A Comparison to Their Neurotypical Peers.

Journal of Autism and Developmental Disorders, 49 (6) , 2320-2336

Abstract: This study describes the academic, social, and health experiences of college students on the autism spectrum as they compare to students with other disabilities and their non-disabled, neurotypical peers. Data were from an online survey of college students at 14 public institutions (N = 3073). There were few significant differences between students on the spectrum and students with other disabilities. Both groups of students reported significantly worse outcomes than neurotypical students on academic performance, social relationships and bullying, and physical and mental health. The findings suggest that some of the challenges students on the spectrum face in college result from the stigma and social rejection associated with disability rather than from the unique characteristics of autism.

Zuber, W. (2019).

Self-advocacy and self-determination of autistic students: a review of the literature

Advances in Autism, 5 (2), 107-116

Abstract: The purpose of this paper is to examine current research on self-advocacy and self-determination of autistic students in order to provide an overview of the research and to critically evaluate researcher s methods of inclusivity of autistic people. Additionally, this paper will critically analyse the discourse of the current research to assess the extent of deficit, stigma and pathology discourse. Design/methodology/approach Research will be selected from a list of criteria which is to seek research that is inclusive of autistic people. The research will be analysed using elements of critical discourse analysis, critical disability studies and critical autism studies. The critical autism studies approach used in this paper is emancipatory to promote autistic scholarship, autistic inclusivity and autistic led research methods. Findings The result of this paper is that by prioritising, and including autistic individuals in the studies about them provides valuable educational insights and often challenges assumptions, stigmas and stereotypes of autistic individuals. Research limitations/implications. The findings of the paper may be limited by the selection of literature reviewed and generalizability, therefore, researchers are encouraged to explore further. Practical implications. This paper holds potential implications that question the consistency of current discourse and research into self-advocacy for autistic individuals in addition to providing effective research, teaching and support strategies based on insight. This paper also highlights some research that challenges assumptions of autistic individuals. Social implications. This paper challenges assumptions and stigmas associated with autistic individuals and demonstrates the importance of self-advocacy and self-determination. This research transforms the paradigm of autism and education practice that has the potential to improve autistic individuals education and ultimately, improve their lives. Originality/ value. This research is important and valuable as there is limited research in this area. The potential of this research is that it can shift the broad perceptions of autism and make

improvements in education and autistic individuals lives.

Assistive Technology

Gaddes, G. (05 Nov 2019)

Free self-help support for students with My Study My Way.

(Blog Post) Retrieved from: <https://abilitynet.org.uk/news-blogs/free-self-help-support-students-my-study-my-way>

My Study My Way is the student inclusion platform for Higher Education, developed by AbilityNet and powered by Clear Talents. It was developed to help universities and colleges to create an inclusive education environment as part of AbilityNet's vision of a digital world where higher education is equally accessible to all.

Lyner-Cleophas, M. (2019)

Assistive technology enables inclusion in higher education: The role of Higher and Further Education Disability Services Association.

African Journal of Disability 8; DOI: 10.4102/ajod.v8i0.558. eCollection 2019.

Abstract: Background: Using assistive technology is one way to foster inclusion of students in the post-school education and training (PSET) sector. **Objectives:** Higher and Further Education Disability Services Association (HEDSA) enables the sharing of new knowledge about assistive technologies through its symposia, and making information available on its website. Additionally, it facilitates dialogue and collaboration amongst institutions in the PSET network using a listserv and newsletters, given that PSET institutions are spread countrywide. **Method:** This is an article based on a presentation at the 5th African Network of Evidence-to-Action in Disability (AfriNEAD) conference in Ghana in 2017 that focused on the value of assistive technology for students pursuing studies in the PSET sector and the role played by HEDSA in South Africa. **Results:** The positive gains and existing gaps in disability inclusion in the higher education sector in South Africa are highlighted, with reference to access to technology. All higher education institutions have internet access and can thereby make use of listservs to communicate information. MapAbility is a way that prospective students can gain a snapshot view of available resources at institutions of learning, using the internet. **Conclusion:** An association such as HEDSA plays a critical role in the PSET sector to enhance disability inclusion using online tools to disseminate information

Subtitling Media Project

<https://www.ed.ac.uk/information-services/subtitling-media-project/contact>

The University of Edinburgh ran a 12-week subtitling for Media pilot project over the summer of 2019 that investigated the feasibility, viability and cost of a student-led transcription service. The project also focused on ways to improve the digital skills of staff and promote culture change, as well as carrying out research and development activities. As new legislation is implemented on content accessibility, the pilot evaluated different approaches to the provision of media subtitling, including a student-led service and self-help through training. The project also explored research in this area and engaged colleagues across Schools and Colleges on what long-term solutions might be feasible.

Dyslexia

Dobson, S. (2019).

A documentary analysis of the support services offered to adult learners with dyslexia in higher education.

Journal of Further & Higher Education, 43 (9), 1181-1195,
DOI:10.1080/0309877X.2018.1463359

Abstract: The National Student Survey (NSS) seeks to measure how 'satisfied' students are with their programmes of study and educational experience. Ongoing NSS data demonstrates that global satisfaction scores are increasing; however, when this is separated into disabled and non-disabled students, downward satisfaction trends for disabled students are apparent. Around half of these students will have dyslexia. This 'snapshot' documentary analysis evaluates the currently publicly available information outlining the support services that are available for students with dyslexia. The survey focuses upon a sample of higher education institutions (HEIs) in England. Findings indicate that there are notable differences in the types and consistency of support offered across the sample institutions. The most frequently used model is that of additional learning support (ALS), where support is provided outside of the usual class contact time. Mentoring provides benefits for students with dyslexia but fewer than half of the institutions surveyed offered this. Subject specialist mentoring is particularly beneficial but there is little evidence of this taking place. There is a level of support in all the institutions that appears to meet the requirements of the Equality Act (2010) but this does not necessarily indicate that dyslexic students are supported in the most effective way.

[ABSTRACT FROM AUTHOR]

Nelson, J.(2019).

Validation of curriculum-based reading passages and comparison of college students with and without dyslexia or ADHD.

Annals of Dyslexia, 69 (3), 297-317; DOI: 10.1007/s11881-019-00183-9

Abstract: Although reading is an essential skill for college success, little is known about how college students with and without disabilities read within their actual college curriculum. In the present article, we report on two studies addressing this issue. Within study 1, we developed and validated curriculum-based oral reading fluency measures using a sample of college students without disabilities (N = 125). In study 2, we administered the curriculum-based measures to four groups (each with n = 25): college students without disabilities, college students with dyslexia, college students with ADHD, and a clinical control group. Study 1 results indicated that the curriculum-based measures demonstrated good reliability and criterion validity. Results from study 2 indicated that college students with dyslexia were substantially slower readers than all groups without dyslexia ($ds > 1.8$). The curriculum-based measures demonstrated high accuracy in classifying participants with dyslexia and with impaired oral reading fluency (area under the curve $> .94$). Implications for incorporating curriculum-based measures in postsecondary settings are discussed. [ABSTRACT FROM AUTHOR]

Wellbeing/ Mental Health

Alsubaie, M. (2019).

The role of sources of social support on depression and quality of life for university students. *International Journal of Adolescence & Youth*, 24 (4) , 484-496, DOI: 10.1080/02673843.2019.1568887

Abstract: Prevalence of mental health problems in university students is increasing and attributable to academic, financial and social stressors. Lack of social support is a known determinant of mental health problems. We examined the differential impact of sources of social support on student wellbeing. University students completed an online survey measuring depressive symptoms (Patient Health Questionnaire (PHQ-9)), social support (Multidimensional Perceived Social Support (MPSS)), and quality of life (WHOQOL-BREF). The sample was 461 students (82% female, mean age 20.62 years). The prevalence of depressive symptoms was 33%. Social support from family, and friends was a significant predictor of depressive symptoms ($p = 0.000^*$). Quality of life (psychological) was significantly predicted by social support from family and friends. Quality of life (social relationships) was predicted by social support from significant others and friends. Sources of social support represent a valuable resource for universities in protecting the mental health of students. [ABSTRACT FROM AUTHOR]

Amir Hamzah,N.; (2019)

The prevalence and associated factors of depression, anxiety and stress of first year undergraduate students in a public higher learning institution in Malaysia.

Journal of Child & Family Studies. 28 (12), 3545-3557.

DOI: 10.1007/s10826-019-01537-y.

Abstract: Objectives While university life is characterized by the pursuit of greater educational opportunities and employment prospects, it can also be a trigger of mental health problems. This study aims to: (a) measure the prevalence of depression, anxiety, and stress among first-year undergraduate students in the University of Malaya, and; (b) determine the associated factors of depression, anxiety, and stress. Methods This cross-sectional study consisted of two phases: survey administration and physical assessment. In the first phase, data were collected electronically using a mobile application during the orientation week. The Depression, Anxiety and Stress Scale-21 (DASS-21) questionnaire was employed to assess respondents' mental health status. In the second phase, anthropometric measurements which included height, weight, waist circumference, and blood pressure were taken. Results Of 1602 students, the prevalence of moderate to extremely severe depression was 21% ($n = 341$), anxiety 50% ($n = 793$), and stress 12% ($n = 197$). Findings showed that students who lived with non-family members were more likely to develop depression (OR: 1.846, 95% CI: 1.266–2.693), anxiety (OR: 1.529, 95% CI: 1.024–2.284), and stress (OR: 1.655, 95% CI: 1.110–2.468). Those with previous medical history were more likely to have anxiety (OR: 1.697, 95% CI: 1.097–2.626). Interestingly, students from the Southern region (OR: 0.667, 95% CI: 0.468–0.950) and from Sabah and Sarawak (OR: 0.503, 95% CI: 0.281–0.900) were less likely to report depression. Conclusions Future intervention programs should follow the socio-ecological model while addressing university students' mental health needs.

Nobleza, D. (2019).

The Use of Telehealth by Medical and Other Health Professional Students at a College Counseling Center.

Journal of College Student Psychotherapy. 33 (4), 275-289.

DOI: 10.1080/87568225.2018.1491362.

Abstract: Most college counseling centers do not utilize telehealth despite evidence of positive outcomes. The aim of this study was to examine the telehealth experience of students in a college counseling center. Participants were health professional students who utilized at least one telehealth visit between November 2015 and April 2017 (N = 67). Methods: In June 2017, the authors administered a telehealth survey that assessed access, experience, effectiveness, and impact on therapeutic alliance. Of 67 students, 36 (53.7%) responded. The majority reported telehealth was convenient (34, 94.4%), time-saving (34, 94.4%), and helped them to feel better (30, 83.3%). Over half used telehealth because of distance (20, 55.5%). Eighty-one percent reported telehealth as being as good, nearly as good, or no different than meeting in person. Conclusion: Telehealth is a viable option for college counseling centers and is experienced as convenient, time-saving, and effective with little negative impact on therapeutic alliance. [ABSTRACT FROM AUTHOR]

SEL in Action: Proven Solutions to Improve Student Mental Health.

District Administration. 55 (9), 52-53.

Abstract: The article offers information on web seminar on social and emotional learning (SEL) programs to improve student mental health, which was presented on August 22, 2019. Topics discussed include goal for social-emotional learning to create a harmonious classroom; views of Shericka D. Smith planning to address school shooting, drug use and community violence by SEL programs; and access of eBooks from a virtual library in SEL programs.

Sherman, M. (2019)

In Their Own Words: A Phenomenological Exploration of Student Mental Health and Success in College.

Social Work Research. 43 (3)3, 145-156. DOI: 10.1093/swr/svz006.

Abstract: National statistics suggest that an increasing number of students are exhibiting mental health symptoms while in college. Despite this alarming trend, limited research has been conducted for the purpose of better understanding the complex dynamics at play for individuals navigating these challenges. This phenomenological research study provides a descriptive analysis of the lived experience shared by successful college students dealing with a mental health condition. In adopting a strengths perspective that acknowledges achievement, this exploratory research serves as a platform for future studies and introduces several common elements of the phenomena. Five emerging essential themes are defined and discussed: meaning making, goal setting and purpose, spirituality, reciprocal relationships, and altruism. This investigation provides insight into the common factors that promote success for college students living with mental health issues.

Study findings should be considered when developing intervention initiatives on college campuses for these historically marginalized students. [ABSTRACT FROM AUTHOR]

Gnan, G. .; Rahman, Q; (2019).

General and LGBTQ-specific factors associated with mental health and suicide risk among LGBTQ students.

Journal of Youth Studies. 22 (10), 1393-1408. DOI: 10.1080/13676261.2019.1581361.

Abstract: This study investigated general and LGBTQ-specific factors associated with having a current mental health problem, use of mental health services, suicide risk and self-harm in 1948 LGBTQ university students (ages 16-25) who took part in the Youth Chances community study in the UK. In multivariate logistic regression, factors associated with all four outcomes were female gender, sexual abuse, other abuse or violence, and being transgender. Further factors that were significantly associated with one or more of the outcomes included: being bisexual; thinking they were LGBTQ under the age of 10; coming out as LGBTQ under the age of 16; not feeling accepted where they live; having no out staff at university and experiencing LGBTQ-related crime. In addition to general risk factors, negative experiences relating to being LGBTQ may be associated with the increased risk for mental health problems, suicide risk and self-harm in LGBTQ students.

Holt, K. (2019).

Trends and issues for mental health in online educational environments.

Journal of Behavioral & Social Sciences. 6 (3), 127-132

Abstract: In direct response to the ever-expanding epidemic of mental health challenges during the college years, faculty members are often in a position to recognize these alterations in a student's behavior and thought. Students who are identified as at risk for not succeeding in school may need assistance and/or intervention, and those students attending college online require equitable access to services and resources that are available for face-to-face students. Nuances specific to the online classroom make it even more challenging for faculty to identify declining mental health among their students. Consequently, we advocate that it is imperative for faculty to add to their armamentarium of knowledge the necessary skills and abilities for the identification of these potential online classroom issues and trends, while also providing appropriate resources that students may easily and effectively use.

Piumatti, G; Lietz, F.; Aresi, (2019)

Alcohol use, psychological distress, and subjective well-being among young adult university students: A cross-national study between Serbia and Italy.

Journal of Ethnicity in Substance Abuse. 18 (4), 511-529.

DOI: 10.1080/15332640.2017.1417186.

Abstract: Few studies have cross-nationally tested the mediators of the relationship between alcohol use and subjective well-being among university students. This study examined how self-reported psychological distress symptoms mediate the association between alcohol use (drinking frequency and binge-drinking frequency) and subjective well-being among 637 Serbian and 705 Italian university students. Psychological distress mediated the negative relationship between binge-drinking frequency and subjective well-being among Serbians (partial mediation) and Italians (full mediation). Drinking frequency was not associated with psychological distress or subjective well-being. Binge drinking may negatively affect subjective well-being among university students by enhancing symptoms of psychological distress. [ABSTRACT FROM AUTHOR]

Snow, A.; Cerel, J.; Loeffler, D. (2019).

Health & barriers to mental health care for transgender and gender-nonconforming adults: a systematic literature review.

Social Work. 44 (3). 149-155. DOI: 10.1093/hsw/hlz016.

Abstract: Contemporary research suggests that transgender and gender-nonconforming (TGNC) adults encounter formidable barriers to health care, including access to quality therapeutic interventions. This systematic review is one of the first to specifically explore obstacles to TGNC mental health care. A rigorous literature review identified eight relevant studies: six qualitative designs and two quantitative designs. Thematic synthesis revealed three major barriers to care and five corresponding subthemes: (1) personal concerns, involving fear of being pathologized or stereotyped and an objection to common therapeutic practices; (2) incompetent mental health professionals, including those who are unknowledgeable, nuanced, and unsupportive; and (3) affordability factors. Results indicate an acute need for practitioner training to ensure the psychological well-being of TGNC clients. [ABSTRACT FROM AUTHOR]

Students 'afraid' to use university mental health services.

Times Higher Education, Issue 2426, 11-12,

Abstract: Nearly one in five first-year UK undergraduates tell Unite Students survey that they have a mental health condition

West, S. (9 September, 2019)

Wellbeing and learning in higher education. (Blog post) Retrieved from <https://wonkhe.com/blogs/we-should-help-students-to-take-control-of-their-own-wellbeing>

Abstract: We know that the more we can prepare students in the transition to university, the faster we can settle them in, grow their confidence, and help them develop positive behaviours, mind-sets and friendships. So across the sector we all must ask ourselves – how can we ensure that the excitement and thrill of this period is not lost, while also helping new students to realise that their feelings of worry are normal and can often be easily resolved? How can we empower our students to take control of their university experience?

EARLL Launch

Liesl Rowe, Resources Assistant, University of West London

On Friday 13th December, EARLL held their official launch event. Early career Academic and Research Librarians in London is a professional network aimed at academic librarians in London and the south east of England. “Early career” in this context is defined as “if you feel like you’re early career, then you’re early career”. This led to a very diverse selection of participants: in my group alone, we had librarians who had made a career change to join the profession; students studying for their Librarianship MA; and librarians who had made a move from public libraries and accordingly were new to academic libraries.

The day was split into a few different sections, allowing time for networking and discussion as well as two talks to give us some food for thought. Rounding off the day was a discussion of what we wanted to see from EARLL in future, adding to the general feeling that this network is focused on adapting to meet the current needs of local professionals.

Group Task: Challenges Facing Early Career Librarians

The first activity of the day had us broken up into different small table groups, discussing the various challenges that we thought faced early career librarians. On my table, we talked through the various stages in a librarian’s career and the problems that they face at each point.

One contentious point raised was librarianship MAs and chartership. A number of people were unsure of its value, if it was something which adds to their professional development or whether it is a box-ticking exercise, simply catering to the number of employers who list it as a requirement in job specifications. There is the added issue of the expense of undertaking the qualification, especially when compared with the average pay of a librarian. We are essentially funding our own progression. As a result, it creates a divide in the sector between those who can afford to pay for the qualification and those who do not have the financial resources.

On the subject of financial differences impacting people’s career progression, we discussed the issue of upskilling. Frequently, older members of the profession will advise volunteering to gain additional experience. This is not possible for everyone. Other than unpaid work, it can be hard to develop skills outside of your job specifications.

It can also be difficult finding a permanent position. Libraries have many short-term contracts, leading to a feeling of instability for many interested in those positions. Librarianship as a whole is a very static profession with senior colleagues tending to stay in posts for a long time. As a result, there can be few opportunities to progress in your current workplace, but it doesn’t feel like moving around different workplaces is encouraged either.

However, the discussion was very heartening: as we discussed the various problems we faced, we posed several solutions as well. Schemes in our current workplaces which help with upskilling were praised: inbuilt CPD programmes and mentoring schemes, to give but two examples.

“Identifying and Exploring Future Trends and Skills” – Roisin Gwyer

Roisin is an accreditor for CILIP and formerly was University Librarian at the University of Portsmouth. Her presentation was an updated version of her article for the “New Review of Academic Librarianship” published in 2015: “Identifying and exploring trends impacting on academic libraries”. The original article used three main sources for its analysis: the changing contents of “New Review of Academic Librarianship” (NRAL); focus groups of librarians; and trend spotting reports.

Open access is very much an issue which has come into prominence lately, interest in the area increasing even between her article and this presentation. Scholarly communication as a discipline had the most articles published about it in NRAL between 2014 and 2019, closely followed by digital information. This sudden interest in the impact of technology upon libraries is unsurprising: as the internet slowly reaches a crisis point where the validity of information there is called into question, librarians have a critical role in helping users to navigate it. The focus groups varied on what they considered to be the top issues, but the majority of them agreed that social media was a growing concern. Making resources accessible, the debate of electronic resources versus print and the digital environment were all reoccurring issues as well.

Overall, the trends identified were split into three groups: major, minor and enduring.

Major trends:

- Changing HE environment: access to higher education; employability; fees and funding; pedagogical change and digital/information literacy
- Technological developments: rise of digital; maximising access to digital content; marketing; social media; mobile technologies (wearable devices) and MOOCs.
- Changing nature of scholarly communication: open access; RDM; social media; altmetrics; digital preservation and digital research (text/data mining)

Minor trends:

- Changing user behaviour: consumerism; supporting student use of technology and search
- Legal/statutory issues (copyright, intellectual property & data protection): defining boundaries of privacy and data protection; role of libraries within institutions and more widely.
- Changes to physical space: people vs collection space; research methods and developing spaces to meet future pedagogical needs

Enduring trends:

- Collaboration: service convergence; scope of collaboration (e.g. national); supporting research collaborations; increasing access to digital resources (interoperability and authentication).

“The View from the other side: what recruiting managers are looking for when hiring new library staff” – Nancy Graham

Nancy is the Research Support and Academic Liaison Manager and the Head of the Academic Services Group at LSE. Her talk was based around her own personal experiences of recruitment as well as talking to other colleagues.

What are employers looking for? In part, they are thinking about their current staffing needs, but will also consider what employees they need in the future. Experience is just as important as specific qualifications. The focus will also be on the kind of person they need: usually team-players with a positive attitude and good interpersonal skills, someone who's a good problem solver.

We worked through the Dos and Don'ts for any job application. It's crucial to read instructions and tailor your application to match the job specifications, yet also make your statement concise and enthusiastic. Be careful not to have typos and avoid self-deprecating remarks such as “I believe I'm good at this”. Mission statements are also something to avoid as they all tend to sound the same.

For preparing for the interview itself, the STAR method is a good choice. Write out practice answers and examples for each of the main competencies. Demonstrate that you want this specific job by taking time to consider each question rather than rushing.

There was also some feedback on long-term strategies. For instance, higher grades want to see more autonomy and responsibility from candidates. There are more ways to develop this than just line management. For instance, project management is a good skill to develop to prove you are ready for managerial responsibility. It is wise to keep a record of all your achievements and experiences to use as examples. Asking for feedback, even if you are successful at interview, is a good learning experience to see what you're doing right and what you could improve upon. Also getting involved in recruitment is a great way to see first-hand what to do and what to avoid in an interview.

Libraries, Learning and Religious Identities: Britain, Ireland, and the European Context ; The Durham Residential Research Library Inaugural Conference

Anna James, Librarian, Pudsey House

In 2018 a new residential research library opened near Durham in the imposing gothic library of the former Jesuit school and seminary at Ushaw College. It is a sort of mash-up between the rich historic (and current) collections of the University of Durham, Durham Cathedral, and Ushaw College itself; designed to promote and provoke research by supporting an academic community and providing fellowships to facilitate work with the Durham collections.

The Residential Research Library made a wise decision to hold their celebratory launch conference at the end of their first year of operation in September 2019, providing time for staff to get to know the vagaries of their own technology and conference facilities, and so that scholars who had taken part in the initial cycle of the fellowship programme were able to take part and present their findings on the Durham collections. The conference was a very intense 3-day event, with over 40 papers delivered on library and book history: I am very grateful to ALISS for providing me with a bursary to support my attendance. Two conference books are in progress (publication details tbc).

Durham Collections

The Durham papers discussed the libraries in Durham together and separately, ranging in scope from investigations into the history of individual items, to a keynote speech on a project which aims to recreate Durham Priory Library online by digitising its manuscripts wherever in the world they are to be found.¹ This speaker was engaged on the technical side of the project, and he allowed us to handle blocks of minerals used by mediaeval monks for illuminating manuscripts (poison); to consider whether it is a good idea to buy a spectrometer on Amazon ('lux can kill'), and whether you should lick an 800-year-old manuscript (no)².

The earliest known group of books in Durham was at Durham Priory, which was founded in 1083, and quickly became an important focus of education and scholarship, as well as of temporal and spiritual power in the area.³ It received a significant boost in the late 14th century with a generous legacy from Bishop Thomas Hatfield, and became one of the greatest mediaeval libraries in England. The newly secularised (i.e. run by clergy rather than monks) cathedral took on responsibility of the library at the English Reformation, but the political chaos of the time – not to mention organic causes such as weeding – meant that the collection did not come through unscathed. 341 manuscripts and 52 printed

¹ Durham Priory Library Recreated. (n.d.). Retrieved from <https://www.durhampriory.ac.uk/>.

² Beeby. Shining Light on Medieval Manuscripts.

³ Ciola. Durham Priory Library's 13-14th Century Logical & Scientific Manuscripts ; Cronin. Historical writing, the Priory Library and 'Reformed' Monastic Identity in 15th-Century Durham.

books remain in the cathedral collections; 12 manuscripts and 2 printed books at Durham University Library; and 50 printed books at Ushaw College; with 175 manuscripts and 41 printed books scattered in other libraries in the UK⁴.

Durham Cathedral Library was placed on a secure foundation by Bishop John Cosin in the 1620s, and the conference was a 350th birthday party for Cosin's Library, as well as a launch party for the new library. An interesting series of papers was presented on the first day showing how Cosin's changing thought can be traced through records of books he owned as an aggressive High Church propagator in the pre-Civil War era; to an eirenic position during a difficult exile in France during the Commonwealth where the local Dissenters (his enemies in England) were kind to him, while the elite Roman Catholics (his English allies) were not; to a measured respect for the people who held views which differed from his own when his fortunes were restored with those of the monarchy⁵.

The University and Ushaw College were both 19th century establishments: Durham University was founded in 1832 as a new University without direct links to any older institutions, and consequently formed its library from scratch, building on a donation of the personal library of Bishop van Mildert.⁶ Ushaw's history is more complex. High Church Anglicans like John Cosin were able to return home at the Restoration, but Roman Catholics would not be fully reintegrated into public life in Great Britain until the Victorian era. English Catholic boys were sent abroad for their education to English schools established at Douai and St Omer. In the late 18th century when diplomatic and ecclesiastical difficulties arose during the French revolution, these schools returned to England, and Douai's important library was lost in the turmoil. Once the school had settled at Ushaw, the librarian Thomas Wilkinson obsessively recreated Douai's holdings, benefitting – as did many other UK libraries of the era – from the forced dissolution of monastic libraries throughout Europe in the politically volatile 1840s.⁷ Thus Durham contains a real mediaeval library, a 15th century recreation, and a 19th century imitation, as well as the parallel University library, all of which have essentially developed in isolation. It was noted that libraries often behave like toddlers engaging in parallel play – happily carrying out exactly the same jobs alongside each other, instead of 'playing' together.⁸ This has certainly been the case in the tiny city of Durham.

Not Durham...

Most of the conference ran in two parallel strands, vaguely divided into Durham, and Not Durham. The Not Durham libraries under consideration mostly bore similarities to one or more of the collections in Durham. These included Roman Catholic organisations sent

4 Beeby. *Shining Light on Medieval Manuscripts*.

5 Maber. *Bishop Cosin's Library*; D Pearson. *John Cosin & Durham Cathedral Library*; S Mandelbrote. *John Cosin & the Library at Peterhouse*.

6 Durham University. (2019). *A History of Durham University Library Early History*. Retrieved from https://www.dur.ac.uk/resources/library/library_history_early.pdf.

7 Bush. *Recreating Douai*; J Williams *European Religious Houses as the Provenance of Early Printed Books in Ushaw*.

8 McCafferty. *Chairing The English College in Rome*.

abroad at the dissolution of the monasteries,⁹ other Priories,¹⁰ secret Roman Catholic libraries,¹¹ personal Anglican libraries which became available to the public,¹² and religious libraries in Scotland, Ireland and Wales.¹³ I mostly attended this parallel strand, and my paper was presented as part of this. Despite the title of the conference, I'm not sure that the contribution of libraries to religious identity was discussed as fully as it might have been. Coming from a library which continues to develop itself for the formation of religious identity, I was a little confused to find that it did not seem to be widely acknowledged that religious identity continues to exist, and that a library can be both historic and current simultaneously.¹⁴ Fairly inevitably, the question of identity was more crucial to libraries which had been crafted by groups who did not hold power at the time of formation: there was little about Catholic identity before the Reformation, and little about Anglican identity afterwards. However, post-Reformation Catholic libraries often developed with a strong ethos of preserving Recusant history as a precious inheritance to be learned in private, with the hope that the identity might once again become public and national. In contrast, Non-Conformists frequently developed libraries in a very public way, not merely for use, but also as a visible defence against accusations of ignorance, coarseness and emotionalism which were often cast against Dissenters, whose ministers and congregations were not – and could not be – University educated in England until the 19th century, and were chiefly drawn from the 'middling sort'.¹⁵

Reflections

Academic needs have changed during the 21st century. In addition to the obvious development of electronic resources, there has been a huge growth in postgraduate research students and in precariously employed early career researchers, but expansion of facilities available have not kept pace with the expansion of numbers. Now, as in the late Victorian era, philanthropy and charity are remedying the deficiencies to under-resourced scholars: not only in terms of providing books, but also in the equally important areas of providing space to work in and community to learn with. 19th century independent libraries – long since relegated to the role of gentlemen's clubs – are returning to their original educational purpose to fill in these gaps. If Gladstone's Library in Hawarden was the first to realise the potential of a residential library, it seems unlikely that the new facility at Durham will be the last.¹⁶

9 McCafferty. *Making & Naming Continental Libraries for Irish Franciscans, 1607-c.1700* ; Whitehead. *Opening up the Pre-1798 library of the Venerable English College* ; Thomas. *The Welsh Jesuit Missionary Library*.

10 King. *Using Network Analysis to Map the Life of Syon Abbey's Libraries*.

11 Pickman. *The Library of the Bar Convent in York*.

12 Westerhof. *Private & Public Identities in the Sharp Family Library* ; Deconinck-Brossard. *John Sharp & his Three Favourite Libraries*.

13 Crawford. *Libraries & Religious Controversy in Early 19th Century Scotland* ; Whan. *Libraries, Reading & Varieties of 'Protestantism' in Ulster*.

14 James. *A Case Study on Pusey House Library*.

15 Potten. *The Private Libraries of Two Northern Congregational Ministers* ; Eckersley. *Female Donors to Dissenting Academy Libraries* ; Rivers. *The Formation, Arrangement, and Dispersal of a Major 19th Century Wesleyan Methodist Book Collection*.

16 Gladstone's Library. (2019). Retrieved from <https://www.gladstoneslibrary.org/>.

The longevity of individual libraries can be something of a Darwinian game of chance. The 'fittest' survive, but this can sometimes be through neglect rather than activity. But equally, conscious adaptation may be essential to survival. The conference covered a timespan of over 1000 years, and all of the libraries discussed had been through brief interludes of abundance sprinkled amongst long stretches of poverty and neglect: many had been dispersed (between 896 and 1996); all (I think) had at some point been at risk of disposal, but all had in some way survived. Dispersal is usually seen as failure, but any library being discussed at an academic conference 1,100 years later, it must have done something right. I think by far the biggest take-home point is what resilient organisms libraries are.

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