

ALISS Quarterly

Association of Librarians and Information professionals in the Social Sciences

International Women's Day Event 2021

Women's Library; British Library; National Library Scotland

Decolonising

Decolonising archival description, LSE Library

Disability and Wellbeing

Royal College of Nursing, User research with disabled students

University of York.

Disability, Higher Education, Teaching and Learning Bibliography

ALISS Quarterly Vol. 16 Number 3

April 2021

© The authors

Each article is copyrighted to its author(s) and all rights are reserved. No part of this publication may be reprinted or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or any information storage or data retrieval system without prior written permission from the author(s) and full acknowledgement to *ALISS*.

Editor: Heather Dawson

h.dawson@lse.ac.uk

Published by ALISS.

PROOF

ALISS Quarterly

Volume 16 no.3 April 2021

Editorial

International Women's Day Event 2021

ALISS International Women's Day Event 2021: A Critical Review of Featured Resources.

Katrina Georgiades, British Library.

The digital collections of the Women's Library. A very brief history of the Women's Library.

Gillian Murphy, LSE Library.

Celebrating women at the National Library of Scotland.

Hazel Stewart, Special Collections Reading Room Manager, National Library of Scotland.

Decolonising

Decolonising archival description: reviewing problematic language in the Malinowski collection.

Emma Pizarro, LSE Library.

Disability and Wellbeing

Time to Support our Nurses

Stella Swain, Customer Services Graduate Trainee, Library and Archive Service, Royal College of Nursing.

User research with disabled students

Alice Bennett, Lilian Soon, University of York.

Disability, Higher Education, Teaching and Learning Bibliography

Heather Dawson.

PROOF

Editorial

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

The main focus are papers based on our first showcase of digital resources which took place on International Women's day in March. It aimed to bring together experts from a number of leading libraries to describe, demonstrate and offer insight into effective use of their free online resources. Many of the slides from the day are now online at <https://alissnet.com/> and the article by Katrina Georgiades summarises key features. The article by Gillian Murphy goes into more detail about the history and resources of the Women's Library@LSE and the contribution from the National Library of Scotland provides insight into another valuable collection which now boasts many significant online resources.

The second section of this issue returns to the valuable theme of decolonisation which has also been to the fore during this difficult year. Emma Pizarro describes the work of the LSE archives in beginning to examine the cataloguing of the Malinowski papers.

The final section contains materials on disability and wellbeing. Staff from the Royal College of Nursing provide inspiration with accounts of how they developed their successful 'Time to ..' sessions via Zoom. Colleagues from the University of York offer inspiration on how they conducted user experience testing on accessibility during a pandemic and the issue concludes with the usual bibliography providing a quick update of recent key articles covering HE teaching and learning and disability

Keep up to date on 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.

ALISS Secretary

h.dawson@lse.ac.uk

ALISS International Women's Day Event 2021: A Critical Review of Featured Resources

Katrina Georgiades, British Library

8th March 2021 commemorated the 110th anniversary of the first International Women's Day gathering in 1911. The theme for this year's International Women's Day campaign was 'choose to challenge'¹, providing libraries with particularly strong collections relating to women's activism with the perfect opportunity to showcase resources that record, preserve and promote the women's rights movement. ALISS were joined at their first showcase event by representatives from the Women's Library at the LSE and the Feminist Library based in Peckham, London. Given the ongoing challenges faced by libraries in making resources available without relying on access to physical spaces the event had an especial focus on items made remotely accessible by their respective institutions. The showcased collections testified to the importance of archives in documenting the various challenges and successes of the women's rights movement. The broad topics discussed at the event ranged from the struggle of first wave feminists fighting for the franchise in the early C20th to current debates over legislation that has a direct impact on issues faced by women in the UK today.

A recurring theme across many of the presentations was the significance of archiving eyewitness testimonies and personal accounts. Many of the presentations featured interviews of individuals with first-hand experience either campaigning for women's rights, participating more generally within the wider feminist movement or whose lives were ground-breaking and challenged traditional social expectations for women. Featured resources ranged from conversations with C20th suffragettes and modern day activists to pioneers who were at the forefront of history when women began to succeed at traditionally male-dominated professions. The diverse range of different platforms used to provide access to content and the differing methods of curating and organising interviews and/or transcripts was also intriguing. The Women's Library's collection of oral evidence on the suffragette and suffragist movement provides access to interviews arranged, with a few exceptions, in chronological order. The interviews are also searchable through the advanced options via the LSE's archive catalogue, enabling visitors to use keyword searches.² The British Library's Pioneering Women collection, available through BL Sounds, provides access to interviews and transcripts either organised by the interviewee's name or loosely categorised around themes such as education or politics.³ Also discussed at the event was the collection of oral testimonies compiled from participants in the 1981 – 2000 Greenham Common Peace Camp protests. The testimonies are openly available through their own Greenham Women Everywhere website where interviews are made viewable and tagged by geographic region.⁴

A number of openly accessible online exhibitions were also featured at the event. In many

¹ "IWD 2021 Campaign Theme", 2021.

² Murphy, G., 2021.

³ "Pioneering women", 2021.

⁴ "Greenham Women Everywhere". 2021.

ways the discussed exhibitions testify to both the changing role of women within society as well as the possibilities created by online spaces to illustrate how these changes were responded to and influenced by wider cultural discourse on women's rights. Several themes or subjects were identifiable as a means of collating content across the different collections. The LSE's Making Modern Women exhibition provides access to a selection of features from digitised women's magazines published during the interwar period. From short stories that subtly critique the institution of marriage to overt discussions on gender in more radical publications the exhibit challenges the truism that the interwar period of the 1920s and 1930s signalled a hiatus in-between the advancements made during the first and second wave feminist movement.⁵ Many of the same subjects referred to in the featured magazines (work, family and the changing political and social role of women) are comparable to the themes used to display content relevant to the fight for women's rights within the British Library's various online exhibitions. Other online exhibitions featured at the event included Spare Rib and Unfinished Business: The Fight for Women's Rights. The 70s feminist publication Spare Rib was renowned for its non-hierarchical publication structure and radical discussion of issues affecting women.⁶ Through provision of selected magazine excerpts the online exhibition provides a platform for disseminating digital content including facsimiles and articles that discuss the history of the women's rights movement in the late C20th. Meanwhile Unfinished Business reveals the ongoing and evolving relevance of familiar feminist themes such as activism, education, work and artistic expression that still help to contextualise the women's rights movement in the present day.

Another striking feature of the event was the opportunity it provided to demonstrate how online platforms used to showcase collections can facilitate comparison between and contrast of materials from both within and across different periods of history. The LSE's digital library allows visitors to navigate and peruse digitisations of otherwise fragile and rare items.⁷ By displaying a selection of rare items from the C17th to the C19th on the same webpage, interesting debates and even contradictions are revealed between attitudes towards women across three different centuries. Meanwhile the challenges and possibilities created by born-digital resources and information published via websites presents its own set of opportunities for researchers using online platforms to research women's activism. Collections curated and archived by the British Library through the UK web archive demonstrate how web archiving can be used to preserve and make accessible both historic and current material relevant to issues affecting women. From superseded websites published by feminist organisations to contemporary official publications from UK government departments the selection of showcased items at the event demonstrated the significance of archives in preserving items that illustrate ongoing political and social debates.

Finally, The Feminist Library concluded the event by demonstrating the power of libraries to exist as radical spaces in their own right. As pointed out by presenter Maria Georgouli Loupi, the continuous evolution of the feminist library itself, from its establishment in

⁵ Murphy, G. "Making Modern Women Exhibition". 2021.

⁶ "Spare Rib". 2015.

⁷ "Rare Books". 2021.

1975 to the present day, in many ways reflects the ongoing struggle of the women's rights movement, constantly adapting and surviving thanks in no small part to the dedication of those who are committed to chronicling and promoting its history.⁸ Whether through online workshops, reading groups or webinars the presentation illustrated the power of libraries to provide a place for discussion, debate and self-development even when physically closed.

Reference list

- Greenham Women Everywhere. (2021). <https://www.greenhamwomeneverywhere.co.uk>
- International Women's Day. (2021). <https://www.internationalwomensday.com>.
- Murphy, G. (2021). Making Modern Women Exhibition. <https://www.lse.ac.uk/library/whats-on/exhibitions>.
- Murphy, G. (2021). The Suffrage Interviews. LSE. <https://www.lse.ac.uk/library/collection-highlights/the-suffrage-interviews>.
- Pioneering women. (2021). BL Sounds. <https://sounds.bl.uk/Oral-history/Pioneering-women>
- Rare Books. (2021). LSE. <https://digital.library.lse.ac.uk/collections/thewomenslibrary/rarebooks>.
- Spare Rib (2015). <https://www.bl.uk/spare-rib>.
- The Feminist Library (2021). <https://www.feministlibrary.co.uk>
- Unfinished Business. (2020). Explore the stories of women's rights in the United Kingdom. <https://www.bl.uk/womens-rights>

⁸ "Our Herstory". 2021.

The digital collections of the Women's Library

A very brief history of the Women's Library

Gillian Murphy, LSE Library

The Women's Library began its life in a converted pub in Marsham Street in Westminster as the library of the London Society of Women's Service (the Women's Service Library for short) in 1926. The aims of this fledgling library were to preserve the history of the women's movement, in which the London Society had played such a role, and to provide an up-to-date provision of books and reports for newly-enfranchised women to take their part in public life (Pankhurst, 1987).

The Library has had many homes and names. In the 1950s, the library moved to 27 Wilfred Street, near Caxton Hall in Westminster, to a building which became known as Fawcett House. The library was renamed the Fawcett Library in memory of Millicent Garrett Fawcett, President of the National Union of Societies for Equal Citizenship, founder of Newnham College, Cambridge, and leader of the constitutional, non-violent campaign for women's vote. The Fawcett Society managed the library until 1977 when it moved to City of London Polytechnic (later to become London Guildhall University, then London Metropolitan University). Home for the library was now some basement rooms in Calcutta House in Old Castle Street, Aldgate in east London. Space was always a problem and in 2002 the library moved across the road to a purpose-built building, funded by the Heritage Lottery Fund (HLF), and was renamed the Women's Library. In 2013, the library moved to LSE.

What follows is a look at some of the digitisation projects that have emerged since the Women's Library moved to LSE.

Rare Books

One of the first digitisation projects was around the Women's Library's rare book collection. The core of this collection are those books donated by Ruth Cavendish Bentinck who was a suffragist, socialist and book collector. In 1931, Ruth donated around 1,000 books and pamphlets and many of these are considered treasures of the Women's Library today. Ruth continued her links with the Library, joining the Library's Committee, and donated books regularly until her death in 1953.

This digital collection shows the changing role of women in society through a selection of titles from the 17th, 18th and 19th centuries.¹ Digitised books include *The Queen-Like Closet* (1675), a recipe book with supplement by Hannah Wolley which includes the first known recipe for Sussex pudding (p. 253). Novels include *Evelina* by Frances Burney, an author who would later inspire Jane Austen. Other items are feminist essays, such as *A Serious Proposal to the Ladies* by Mary Astell, advocating for the universal education of girls in 1695. There are books on education such as *Strictures on the Modern System of Female Education* (vols. 1 and 2, 1799) by Hannah More who campaigned for female

¹ <https://digital.library.lse.ac.uk/collections/thewomenslibrary/rarebooks> accessed 29 March 2021. Material on LSE Digital Library is in the process of being migrated to a new site so links will change in the future.

education, social reforms, and the abolition of slavery, as well as being a successful poet and playwright.

A Room of One's Own by Virginia Woolf was also digitised probably because of Virginia's links to the Library. The edition itself was marked up as 'Treasure' on the inside cover. Virginia was a supporter of the Library and, from 1938 until 1941, she bought generously, month after month, new or antiquarian books which the Library committee recommended but did not have the finances to purchase.

Women's Rights Collection

This digital collection is a selection from the Women's Library printed material dating from the late 19th century to the late 1930s and is divided into annual reports, pamphlets and journals. While a lot of this material is suffrage-related, many other campaigns and other information can be found amongst this collection.

Because the struggle for the vote continued decade after decade until equal franchise was achieved in 1928, the Women's Library acquired before and long after that date material relating to all stages of the suffrage campaign. By the late 19th century there were many suffrage groups, each publishing annual reports and newspapers. We have digitised many of these, for example, the Bath branch of the National Union of Women's Suffrage (1872) and many of the annual reports of the branches of the National Union of Women's Suffrage Societies. Other sides of the campaign are covered, for example, the campaign by the Women's Social and Political Union and the Women's Freedom League and there are also reports from Ireland, Scotland and further afield, such as Bermuda and South Australia.

Annual reports are a very rich resource, not only for the names of subscribers, but for the many details they contain. In the 1928 Annual report for the London Society for Women's Service (LSWS) we discover that the librarian of the Library, Vera Douie, was exchanging copies of *The Woman's Leader* for publications from Belgium, Switzerland, South Africa, Germany, Australia and the United States (LSWS annual report for 1928 p. 12). Also in 1928, we learn that the Junior Council of the LSWS organised a dinner for one of its members, Elisabeth Scott, an architect, whose design for the new theatre at Stratford-Upon-Avon had been accepted by the trustees of the Shakespeare Memorial Fund.

We digitised many of the pamphlets that were donated by Ruth Cavendish Bentinck. These pamphlets were bound into volumes over time. There are many rare suffrage pamphlets but also other women's campaigns are found such as pamphlets concerning women in the church, pamphlets published by the Marriage Law Reform Association and pamphlets authored by Octavia Hill, who advocated for the alleviation of poverty.

Many of the suffrage journals came into existence because the mainstream press failed to cover the campaign in any depth. The digital Women's Rights Collection attempts to cover all sides of the campaign: we digitised *Anti-Suffrage Review*, *Men's League for Women's Suffrage*, *Votes for Women*, *The Common Cause*, among others. Some of the journals continued beyond the milestone year of 1918 and the partial victory of the vote. You can read about the campaign for equal franchise in *The Vote* and *The Woman's Leader*

as well as other campaigns, for example, the one to stop women losing their jobs in the civil service on marriage, or women losing their nationality if they married a non-British man.

Suffrage banners

The Women's Library holds around 100 banners and about half of these relate to suffrage. Many of these banners were designed by Mary Lowndes, a stained-glass artist, and members of the Artists' Suffrage League, a group founded by Mary in 1907, for a procession of the National Union of Women's Suffrage Societies in June 1908.

As part of Digital Drama's 100 banners project, funded by the HLF in 2017, all of the Women's Library's suffrage banners were photographed.² The complete set of high-res images of the banners can be found on Jisc JSTOR Open Community Collections site, free to access and download.³

LSE Library Flickr

LSE Library has had a Flickr account for some years but in 2017 and 2018 many suffrage images were scanned and uploaded to satisfy demand for the celebrations around the centenary of the Representation of the People Act when women over 30 got the vote.⁴ Being able to enlarge images on the screen and to download them can bring about welcome finds. Clare Wichbold did just this and was able to identify members of the Church League for Women's Suffrage at a meeting in Brighton in 1913. This included Sunila and Nolini Bonnerjee sitting in the front row.⁵ A short piece about this image was published in BBC History magazine in 2019.

Another treasure of the Women's Library is the design album of Mary Lowndes. This has also been digitised and you can view her designs for banners, postcards and posters.

Interwar feminist pamphlets

The Interwar feminist pamphlets collection is a selection of pamphlets from the Women's Library print collection dating from 1918 to 1940.⁶ The digitisation was undertaken as part of Jisc's Digitising 20th Century Social Movements.⁷ Topics covered by the collection, but not limited to, are: prostitution and trafficking in England and abroad; women police; child welfare; women's employment; peace and internationalism; women in the church; rights of married women; nationality of married women; equal pay in the civil service; position of women in Europe and other countries such as the United States and India.

Suffrage Oral Histories

Between 1974 and 1981 Oxford historian, Professor Brian Harrison, embarked on a project to interview suffragists and suffragettes, their descendants or employees about

² <https://www.digitaldrama.org/project/100-banners/?portfoliocats=179> accessed 29 March 2021.

³ <https://www.jstor.org/site/london-school-of-economics/suffrage-movement> accessed on 29 March 2021.

⁴ <https://www.flickr.com/photos/lselibrary/albums>

⁵ <https://www.flickr.com/photos/lselibrary/25200499798>

⁶ <https://lse-atom.arkivum.net/uklse-d11f01>

⁷ <https://www.jisc.ac.uk/rd/projects/digitising-20th-century-social-movements>

the suffrage campaign. Over 200 sound recordings were produced but this media is fragile. The Friends of the Women's Library paid for the recordings to be digitised and to enhance and edit the catalogue entries in 2007. In the following year, a special event was held at the Women's Library where Brian Harrison, Elizabeth Crawford and Jill Liddington talked about this rich collection (Liddington, 2013). These oral histories inspired 'Archive on 4' BBC radio documentary 'The Lost World of the Suffragettes' first broadcast on 11 February 2012. A remake was made in 2018.⁸ In addition to hearing about the women's experiences of suffrage campaigning, the oral histories often cover what the women did after the vote was won and about their opinions about later feminist movements of the 20th century.

These oral histories have always been popular in the reading room and, with the national lockdowns in 2020, a decision was made to work on the recordings and make them available on LSE Library's website. You can search the oral histories on LSE archive catalogue⁹ or you can scan the list of names on the Suffrage Interviews webpage and download them from there.¹⁰

Greenham Women Everywhere

Greenham Women Everywhere is a partnership project between Scary Little Girls and The Heroine Collective funded by Heritage Lottery Fund South West.¹¹ Part of the project was to interview 100 women about their experiences at Greenham Common Women's Peace Camp. The camp began in September 1981 when 36 women arrived at RAF Greenham Common in Berkshire to protest against American cruise missiles based there. The camp lasted for 19 years until the missiles were removed from Greenham Common. Thousands of women over this time stayed at the camp.

The full set of interviews can be accessed on the Greenham Women Everywhere website and will be archived at the Women's Library. This project also digitised some of our large archive relating to the Greenham Common Women's Peace Camp to provide prompts for the women being interviewed. You can view this digital material on their website too.¹²

References

Liddington, J., (2013) 'Fawcett Saga: remembering the Women's Library across Four Decades', *History Workshop Journal*, no 76 (3), pp. 266-280.

Pankhurst, R., (1987) 'Collection development and women's heritage: the case of the Fawcett Library', *Women's Studies International Forum*, vol 10, no 3, pp 225-239.

⁸ <https://www.bbc.co.uk/programmes/w3cswqkp> accessed 29 March 2021.

⁹ <https://archives.lse.ac.uk>.

¹⁰ <https://www.lse.ac.uk/library/collection-highlights/the-suffrage-interviews>.

¹¹ <https://www.greenhamcommonwomeneverywhere.co.uk> accessed 29 March 2021.

¹² <https://www.greenhamcommonwomeneverywhere.co.uk/visual-archive> accessed 29 March 2021.

Celebrating women at the National Library of Scotland

Hazel Stewart, Special Collections Reading Room Manager, National Library of Scotland

The collections at the National Library of Scotland, based in Edinburgh and Glasgow, are extensive and varied, and number in the region of 30 million items. They encompass a wide range of formats, including online resources that are freely available to everyone. The Library has a well-established digitisation programme, both in-house and in partnership with other organisations. Our goal is to have a third of our collections available digitally by 2025. Many of our free resources are available through our Digital Gallery (<https://digital.nls.uk/gallery/>) and Learning Zone (<https://www.nls.uk/learning-zone>). Several of the resources focus on women and their activities and this article will highlight those that are related to suffrage history, feminism and the women's movement.

A Guid Cause... the Women's Suffrage Movement in Scotland

This online resource was developed by teachers to support the Curriculum for Excellence but can also be used by those interested in the history of women's suffrage in Scotland. The resource includes over 50 archive sources, the majority of which are from the Library collections. They comprise photographs, newspaper articles, cartoons, diary extracts and pamphlets from the late 19th to the early 20th centuries. The resource can be found at <https://digital.nls.uk/suffragettes/index.html>.

Ladies' Edinburgh Debating Society Publications

This collection contains two journals produced by an important Edinburgh women's club, which was eventually known as the Ladies' Edinburgh Debating Society. The Society existed from 1865 to 1935 and the journals cover the period 1865-74 ('The Attempt', 10 volumes) and 1875-80 ('The Ladies' Edinburgh magazine', 6 volumes). The journals contain contributions from women who became prominent figures in education, health and welfare and the suffrage movement, including Sarah Siddons Mair and the anti-slavery campaigner Eliza Wigham. The resource is available at <https://digital.nls.uk/ladies-edinburgh-debating-society-publications/archive/103657057>, with further information on the Library's Data Foundry at <https://data.nls.uk/data/digitised-collections/edinburgh-ladies-debating-society/>.

Back to the Future: 1979-1989

In 2019, the Library commissioned blog posts from staff and guest writers, focussing on the 1980s. The essays cover six main themes – international relations, UK politics, economics and employment, science and technology, society, and popular culture. Articles focussing on women during the decade include 'Women's protest culture in the 1980's: a spotlight on 'Spare Rib' magazine and Greenham Common' by Caroline Gausden (<https://digital.nls.uk/1980s/society/womens-protest-culture/>); 'That's Life in the 1980's' by Esther Rantzen (<https://digital.nls.uk/1980s/society/television/>); 'A decade of women's activism amidst the politics of the Troubles' by Avila Kilmurray (<https://digital.nls.uk/1980s/society/northern-ireland-women/>); and 'Jeannette Winterson gets us fit for the future' by a staff writer (<https://digital.nls.uk/1980s/popular-culture/jeannette-winterson/>).

Moving Image Archive films

The Moving Image Archive is Scotland's national collection of the moving image and is located at Kelvin Hall in Glasgow. Although some of the films are only available to access onsite due to licensing restrictions, there are a significant number of films and video clips available to view online through their dedicated catalogue at <https://movingimage.nls.uk/search?videoAccess=r>. Suggested films to watch include 'The Coming of the Camerons' [Ref.No:3828], a short film from 1944 following the Glen Clova postwoman Jean Cameron on her rounds and documents the introduction of the 'Camerons' - uniform trousers for post-women rather than the regulation skirt, after Jean Cameron's petition to the Post Office was successful; 'Women for Equal Pay Demonstration, Beach Ballroom, Aberdeen' [Ref.No: N0903], which shows a small group of women and one man outside the Ballroom protesting for equal pay in 1968; and 'Scottish Women's Hospitals' [Ref.No: 0035] showing daily life in one of fourteen field hospitals set up by the National Union of Women's Suffrage Societies in European Theatres of War. The organisation was created by the Edinburgh physician, Elsie Inglis and the hospital was entirely staffed by women. Another interesting film is 'Red Skirts on Clydeside' [Ref.No: 3053], a documentary which looks at the process of re-discovering women's history using the 1915 Glasgow Rent Strike as a focal point. The full film is only available to view onsite in one of the Library buildings in Glasgow or Edinburgh but there are two clips available to watch on the Scotland on Screen website (<https://scotlandonscreen.org.uk/browse-films/red-skirts-on-clydeside-clip-1>; <https://scotlandonscreen.org.uk/browse-films/red-skirts-on-clydeside-clip-2>).

Manuscript and archive collections

The Library holds collections of particular significance to the history of the women's movement. Although these archives are not available to view online, the Library welcomes individuals who want to use them for their research. Relevant collections include:

- The papers of Dr Esther Breitenbach, [Acc.13806/1-118] (<https://manuscripts.nls.uk/repositories/2/resources/17768>). Dr Breitenbach is a social researcher and historian, and this collection relates to her involvement with the women's movement in Scotland and her work with the UK and Scottish governments in public policy making on gender equality.
- The papers of Dr Sue Innes (1948-2005) [Acc.12633] (<https://digital.nls.uk/catalogues/guide-to-manuscript-collections/inventories/acc12633.pdf>). Dr Innes was a journalist, writer and feminist historian and her papers reflect her research into the subjects of citizenship, women and gender studies.
- The archive of Priscilla Bright Maclaren (1815-1906) [MS.24785-24788], a member of the Edinburgh Ladies' Emancipation Society and later the president of the Edinburgh Women's Suffrage Society
- The diary and correspondence of Helen Miller Fraser (1881-1979), [Acc.14066], a women's activist and parliamentary candidate (<https://manuscripts.nls.uk/repositories/2/resources/20047>)

- The political and personal correspondence and papers of Priscilla Buchan, Baroness Tweedsmuir of Belhelvie (1915-1978) [Acc. I 1884]. Lady Tweedsmuir was a MP and had a significant political and public career (<https://digital.nls.uk/catalogues/guide-to-manuscript-collections/inventories/accI1884.pdf>)
- The papers of Margo MacDonald (1943-2014), politician and broadcaster [Acc. I 3638], a MP and MSP, mainly linked to the Scottish National Party (<https://digital.nls.uk/catalogues/guide-to-manuscript-collections/inventories/accI3638.pdf>)
- The administrative papers of Engender, Scotland's feminist policy and advocacy organisation [Acc. I 2147] (<https://digital.nls.uk/catalogues/guide-to-manuscript-collections/inventories/accI2147.pdf>)
- The papers of Joan Gibson, relating to her involvement with Engender and other women's organisations [Acc. I 4055/1-47] (<https://manuscripts.nls.uk/repositories/2/resources/20034>)
- The archive of the Scottish Convention of Women [Acc. 9395] (<https://digital.nls.uk/catalogues/guide-to-manuscript-collections/inventories/acc9395.pdf>).
- The papers of Fanny Bullock Workman (1859-1925) [Acc. 9893 & Acc. I 3773], mountaineer, geographer, cartographer and feminist. There is a famous photograph of her taken atop the 21,000 foot Silver Throne Plateau reading a newspaper with the headline 'Votes for Women' (<https://digital.nls.uk/catalogues/guide-to-manuscript-collections/inventories/acc9893.pdf> and <https://manuscripts.nls.uk/repositories/2/resources/1127>)

Further information about these collections can be obtained from our Archives & Manuscript curators at manuscripts@nls.uk.

Contacting the Library

Reading room and curatorial staff at the Library are always happy to assist enquirers and can be contacted at enquiries@nls.uk or through our online form at <https://auth.nls.uk/contact/ask-a-question/>. We also offer a Chat service for quick enquiries – it is currently staffed Monday-Friday, 10.00-16.00. Once the Library re-opens to the public in late April 2021, our opening hours and details on how to obtain a Library card can be found on our website at <https://www.nls.uk/using-the-library>.

Decolonising archival description: reviewing problematic language in the Malinowski collection

Emma Pizarro, LSE Library

Introduction

A pilot project has recently been carried out at the LSE Library to review catalogue descriptions in the Malinowski archive collection, in order to identify and address any culturally or racially insensitive terminology. There is growing awareness in the archives profession that colonial structures exist in the provenance, arrangement and description of collections and the project was undertaken as part of the Library's wider efforts to decolonise our collections – recognising that some professional theories and practices were formed by a colonial mindset, and attempting through our professional activities to support the dismantling of ongoing power structures that assert and maintain the interests of the dominant culture.¹ The Library's work in this regard also involves assisting academic staff with diversifying their reading lists, revising collection development policies, and finding and amplifying the underrepresented narratives in our collections.

We aim to use inclusive and respectful language when describing archival material and to ensure that the descriptions we provide in the catalogue do not perpetuate the oppression of any marginalised groups or communities represented in our collections. We are aware that some of the catalogue descriptions created for historical collections reproduce terms which are now considered discriminatory and offensive, and we want to begin to address this. As summarised by the Aboriginal and Torres Strait Islander Library, Information and Resource Network (ATSILIRN), 'Libraries, archives and information services have a responsibility to preserve and make accessible the documentary record but must also respond appropriately to the existence of offensive materials.'²

Background to the collection

Bronislaw Malinowski is considered a canonical figure within anthropology and he had a long association with the LSE, as both a student and teacher.³ LSE Library has been the custodian of the main archive collection of Malinowski's papers⁴ since the first deposits of material were made in 1960, by Malinowski's widow and daughters. The collection contains material relating to his fieldwork – such as ethnographical diaries and notebooks, and photographs – material relating to his work at LSE, at Yale and other universities, manuscripts and publications, as well as a large volume of correspondence.

The Malinowski collection was selected for the pilot as it contains material relating to

-
- 1 Melanie Delva and Melissa Adams 'Archival ethics and indigenous justice: conflict or coexistence?' in Foscarini, MacNeil, Mak, and Oliver (eds.) *Engaging with records and archives: histories and theories*. (Facet: 2016), p.147
 - 2 Aboriginal and Torres Strait Islander Library, Information and Resource Network (ATSILIRN), *Protocols for Libraries, Archives and Information Services*
 - 3 Read more about Malinowski's career at LSE in this LSE History blog <https://blogs.lse.ac.uk/lsehistory/2017/06/13/bronislaw-malinowski-lse-pioneer-of-social-anthropology/>
 - 4 The Malinowski archive catalogue is available here: <https://archives.lse.ac.uk/Record.aspx?src=CalmView.Catalog&id=MALINOWSKI>

early-20th century anthropology and ethnographic research; it was assessed as likely to contain in its catalogue words, phrases, or stereotypical representations that were conventional at the time the records were created, but that would be considered offensive by the peoples and cultures documented. We were also aware of the potentially sensitive nature of some of the fieldwork photographs, which are available as digital images via the catalogue, and we wanted to review these records and seek appropriate advice.

The project: reviewing the catalogue

The objective of the project was to review legacy metadata – the archival descriptions created when the material was originally catalogued and which already exist online – with a view to identifying problematic language and providing content warnings and further context where appropriate. The project did not involve creating new catalogue records or carrying out any re-cataloguing of the material. Editing of language in descriptions would only have been considered if the offensive terms were found to have originated from the cataloguer.

A list of words and phrases was compiled to use in keyword searches, with reference made to the glossary of terms produced by the National Museum for World Cultures in the Netherlands and the Survival International online index of terminology. I also referred to guidance laid out in the two sets of 'protocols' for description drafted for practitioners working with archival materials relating to Aboriginal and Torres Strait Islander and Native American communities⁵. The keyword list included both racist terms, which have been used to dehumanise indigenous people and perpetuate harmful stereotypes, and also terms whose application is perhaps more complex and that the guidance recommends we use with caution.

Of the 2262 records for the Malinowski collection in the online catalogue, 257 were found to contain one or more of the words identified as offensive or inappropriate – 11.4% of all records. One issue to mention with this method is that working from a list of defined search terms means you are likely to miss records where the content of the description is problematic but does not use explicitly racist terms. Considering the volume of records in the collection, it was not feasible to check each one individually. Instances of racist or culturally insensitive terms in the catalogue were overwhelmingly found to appear as creator-supplied folder titles or as part of a title of a publication, lecture, or other writings. This reflects the language used by Malinowski when creating the records rather than the archivist when cataloguing the collection.

It is usually preferred practice not to alter creator-supplied terminology, but instead to find a way to make it clear – by using single quotation marks, for example – that it is a quotation from the record and not a statement of fact⁶. There is a need to strike a balance between acknowledging and addressing discriminatory language with preserving

⁵ *It is important to note that whilst the sensitivities and needs of indigenous people are not homogenous, and that neither document was written in consultation with Trobriand Islanders specifically, the protocols provide a good basis and some transferable guiding principles.*

⁶ *The National Archives (UK), Cataloguing paper records: guidance for government departments, (2017), section 10 'Scope/content of pieces: sensitive descriptions'*

the integrity and original context of the records. The original terms found in archival documents can provide information about the worldview of the people and organisations who created those records, and that is part of their evidential value. It was felt that preserving and contextualising, rather than erasing, evidence of racism⁷ in the Malinowski catalogue could prove useful for future study.

Project outcomes

A specific content warning was drafted for the Malinowski material, to be included at file level throughout the collection catalogue, making it immediately visible to users searching the collection. This helps limit the potential for misunderstanding the origin of the offensive term as it avoids relying on separate supplementary guidance, which may not be read. Populating a field in the catalogue for all records rather than individually addressing each occurrence of offensive language (e.g. by using square brackets to insert an alternative term alongside the original one), also has the advantage of ease of implementation as it avoids the need for extensive editing of descriptions. A brief content warning for the homepage and a general 'Statement on Language in Archival Description'⁸ have also been added to the online catalogue, explicitly acknowledging the presence of potentially harmful terms and the effect this can have on those accessing the records. The statement also explains our approach to cataloguing, which has resulted in original terms being reproduced, and encourages users to report any problematic description which they would like us to review.

The research and work carried out as part of this pilot project can be extended to conduct a wider review of problematic terminology in other collections. Practices to address offensive or discriminatory language in legacy metadata should now become part of our routine data management work. Decolonising archival description is an iterative process that requires ongoing work and our approach should reflect an awareness of how respectful and inclusive language evolves over time. Transparency is important, both in terms of acknowledging past mistakes and being honest about the efforts we are making to address them.

There are occasionally challenging conversations to be had where others feel that reviewing offensive language and adding content warnings to catalogues of historic material is an oversensitive response or an act of political correctness⁹. However, an ethical and anti-oppressive approach to cataloguing is not about changing or censoring history, it is about paying attention to the language we use and have used and – certainly in terms of the Malinowski collection – not allowing words that emerged as part of racist and discriminatory discourses to remain in our catalogue without acknowledgement and without an attempt at providing context.

7 Kelly Bolding, *Reparative Processing: A Case Study in Auditing Legacy Archival Description for Racism*, (2018), goo.gl/uwjQpg

8 Examples of similar content warnings and statements from other institutions were consulted when drafting text for our catalogue, particularly those produced by Princeton University Library, the Guardian News and Media Archive, and the Wellcome Collection.

9 National Museum for World Cultures (Tropenmuseum, Afrikamuseum, Museum Volkenkunde), *Words Matter: an unfinished guide to word choices in the cultural sector*, (2018) <https://www.materialculture.nl/en/publications/words-matter>

References and further reading

- Aboriginal and Torres Strait Islander Library, Information and Resource Network (2012), *Protocols for Libraries, Archives and Information Services*, <https://atsilirn.aiatsis.gov.au/protocols.php>
- Archives for Black Lives in Philadelphia (2019), 'Anti-racist description resources', https://archivesforblacklives.files.wordpress.com/2019/10/ardr_final.pdf
- Bolding, Kelly (2018), *Reparative Processing: A Case Study in Auditing Legacy Archival Description for Racism*, goo.gl/uwjQpg
- Caswell, Michelle (2016), 'Identifying white supremacy in archives: an incomplete list of white privileges in archives and action items to dismantle them' (content produced in Caswell's Archives, Records and Memory class, Fall 2016, UCLA), http://www.gracenbrilmyer.com/dismantling_whiteSupremacy_archives3.pdf
- Chilcott, Alicia (2019) 'Towards protocols for describing racially offensive language in UK public archives', *Archival Science*, 19:359–376
- Delva, Melanie, and Adams, Melissa (2016), 'Archival ethics and indigenous justice: conflict or coexistence?' in Foscarini, MacNeil, Mak, and Oliver (eds.) *Engaging with records and archives: histories and theories*
- First Archivists Circle (2007), *Protocols for Native American Archival Materials*
- Lellman, Charlotte G. (2020), *Guidelines for Inclusive and Conscientious Description*
- National Archives UK (2017), *Cataloguing paper records: guidance for government departments*
- National Museum for World Cultures (Tropenmuseum, Afrikamuseum, Museum Volkenkunde) (2018), *Words Matter: an unfinished guide to word choices in the cultural sector*, <https://www.materialculture.nl/en/publications/words-matter>
- Survival International website (2020), 'Terminology', <https://www.survivalinternational.org/info/terminology>

Time to Support our Nurses

*Stella Swain, Customer Services Graduate Trainee, Library and Archive Service,
Royal College of Nursing*

Time has been strange during the pandemic. I write this a year to the day since lockdown first began in the UK, and for many people that year has gone by in a flash, with only the repeated stress of last-minute lockdowns to mark the passage of time. For our members, in particular – the Royal College of Nursing is the largest trade union and professional body for nursing staff, representing around 450,000 nurses, midwives, nursing support workers and students – the year has been anything but sedentary. Eight out of ten nurses responding to a Nursing Standard survey in November 2020 said that their mental health had been affected by the pandemic, with six in ten noting that their physical health was suffering (Pearce, L., Nursing Standard, 2021). The key reasons cited were the long hours caring for patients, fears about contracting the virus and distress at colleagues falling ill, separation from loved ones, and redeployment; almost all of which relate to the time pressures of providing care during this crisis, too often without adequate resources or support.¹

As a trade union, the Royal College of Nursing (RCN) has been fighting for its members' rights since 1916, and this current pandemic has been no different (see the RCN's Fair Pay for Nursing Campaign, for example). At the RCN's Library and Archive Service we have proudly been part of these campaigns, and our close relationship with our members, many of whom we know well from visits to the library in those 'pre-pandemic' days, has meant that we are uniquely positioned to provide practical support throughout the pandemic. This has meant increasing our eBook and online provision for our members through new digital acquisitions and campaigns like #LibraryInYourLivingRoom and keeping up to date and informing members about new COVID guidelines. It has also meant actively working to create spaces where we could care for our members' mental health and wellbeing. We realised early on that nurses were (and still are) working at such high demand for such long hours and, with news and social media so saturated with COVID, that simply having time away from work was impossible. Our 'Time To' sessions aim to enable that time out that our members so desperately needed.

Early in the first national lockdown, our staff team decided to try out some new online activities in lieu of our much-missed office chats: we divided into teams and used the whiteboard on Zoom to play Pictionary! This soon developed into a staple of our week, and our 'Time To' sessions developed to fulfil a similar purpose for our members. We decided to host a 'Time to Draw', since one of our Library and Archive team is an artist, and we invited members into that time to tune out from everything

¹ In April 2020, the RCN found that, of those treating possible or confirmed COVID-19 patients in these high-risk areas, around half (51%) reported that they are being asked to re-use items of PPE that are marked 'single use' by manufacturers. Of those treating COVID-19 patients elsewhere, over a third (39%) said they were being asked to re-use this equipment (RCN, 2021. Retrieved from: <https://www.rcn.org.uk/news-and-events/press-releases/half-of-nursing-staff-under-pressure-to-work-without-ppe-reveals-rcn>)

else, even just for an hour.

What started as workshops run by members of our library team to give members the time to do some art, or try out writing poetry, has developed into a fully-fledged event series. One year on we have hosted published authors ('Time to Write') and meditation experts ('Time to Tune In'), experimented in the garden ('Time to Garden') and with hair-cutting ('Time to Cut your Hair'), and even put on our aprons to make Christmas gingerbread and Easter hot cross buns ('Time to Bake'). Our members have said that after attending the Time To sessions they became more aware of other library offers, or booked onto our database training: we found that these events really helped engage people with the more 'traditional' library services. This is beautifully encapsulated by this piece of feedback from one of our members:

*"I have not utilised the online library research sessions,
but now I know they are available,
I am very likely to take advantage of them."*

Throughout this process, the goal from us has been to enable our members to take some time for themselves. In a time when nurses are deified as "heroes" and applauded on the doorstep, but are not afforded proper PPE or fair pay, when healthcare assistants are seen as angels who need no rest, it's more important than ever to recognise that nurses – like librarians – are people, whose lives are much more than the work they do.

This has been a strange year to be a librarian. With our library space closed, it has been really important to us to branch out into other ways of engaging with members and making those links that are so natural when we're all face to face. Running 'Time To' sessions enabled us to find out more about our members' hobbies and passions, and also to develop our own skills among the library team. I am a keen baker: I made a sourdough starter in January 2019 and never looked back! Working on the 'Time To' series gave me the chance to share this with my colleagues and our members. In the run up to Christmas, we decided on gingerbread as the recipe for our first 'Time to Bake' event: a few days in advance we emailed everyone who had signed up a copy of the recipe I would be following, to give them enough time to get the ingredients and familiarise themselves with the recipe. On the day, I set up my laptop with my camera showing my hands and the kitchen worksurface, and our members joined us to bake, and to chat about baking: doing an activity together that wasn't based in pay or professional development, that wasn't strictly following the times of the working day or with deadlines, but that was developing skills they will use in their own time, for themselves and their loved ones. Cooking has the amazing power of both being an activity that allows space for your mind to rest, and results in something (hopefully) delicious for you to eat. It can be a social activity, and we emphasised that with these events, sharing tips and ideas as we baked, and photos on social media after the gingerbread was out of the oven.

Colleagues across the team at the RCN Library and Archive Service have hosted

different events, but these common themes – of creating space for nurses to be people as well as heroes, of taking time to listen to our members and their changing needs – have threaded throughout them all. We have had excellent feedback on our online work and in this time of isolation have managed to reach members across the UK, and beyond (at the current count, we have had event attendees from six hundred towns and cities, and fifty one different countries!) Whether doing yoga, gardening or baking we have shared our time with our members, and learnt that the space of a library really can be translated online.

User research with disabled students

Alice Bennett, Lilian Soon, University of York.

Historically, there has been a tendency to consider disability without consulting disabled people. Work on disability user experience has also been guilty of excluding disabled voices, including in academic library and higher education research.¹ Whilst there has been increasing interest in improving accessibility in these fields, the work frequently has no consultation with disabled users. Heather Hill's 2013 analysis of disability and accessibility in library and information science literature found that only 36% of the research surveyed directly involved disabled people.² The same analysis also revealed that of accessibility work conducted in this area, the focus has been primarily on visual impaired users, the focus of 41% of articles, whilst other conditions are overlooked.³ Articles in this field looking at accessibility for users with physical disabilities only comprised 2%, with again only 2% addressing accessibility for hearing impaired users.⁴ Hill concludes that "there appears to be a lot of discussion about people with disabilities, but little direct involvement of these people in research"⁵.

When developing technology designed to support the needs of disabled users, good practice dictates that members of that target audience should be involved in the design, development and evaluation of the technology. However, despite the recognition that the intended end users should be involved in these processes, some developers will instead use non-representative users temporarily impaired to simulate disability (for example, simulating a visual impairment for sighted users during their participation in a research study).⁶ This is despite general acknowledgement that research with non-representative users, even if a disability is simulated, will not necessarily accurately reflect how representative users behave under the same conditions.⁷ So why do this?

Representative users may be difficult to recruit. Disabled users often will not respond to the standard recruitment of participants. This lack of disabled participants in user research has led to situations where a few disabled users are repeatedly used across related studies or other participants simulate an impairment. To avoid these situations and to ensure a pool of diverse participants to work with, different recruitment methods may need to be adopted from those typically used by an organisation in recruiting for user research. The need to use a variety of recruitment messages or methods is typically necessary to ensure a diverse pool of users for testing. Recruiting in the same way each time will target the same group each time, potentially reaching only the users each time if left unchanged.

1 Pontoriero, Catherine, & Zippo-Mazur, Gina. (2019). *Evaluating the User Experience of Patrons with Disabilities at a Community College Library*. *Library Trends*, 67(3), 497-515.

2 Hill, Heather. (2013). *Disability and accessibility in the library and information science literature: A content analysis*. *Library & Information Science Research*, 35(2), 137-142

3 Hill, 140.

4 Ibid.

5 Hill, 141.

6 Dee, Marianne, & Hanson, Vicki. (2016). *A Pool of Representative Users for Accessibility Research*. *ACM Transactions on Accessible Computing*, 8(1), 1-31.

7 Ibid.

Even when creating a pool of users to explore a particular characteristic, in this case recruiting disabled students, it is important to try to recruit participants representative of the population of end users and reflecting diversity in other characteristics, such as racial and ethnic diversity.⁸ In this case, we wanted to see how the experience of disabled students as a whole was impacted, so we were careful to factor into recruitment the need to work with students from different disciplines and years of study. It must always be remembered that users from a marginalised group are not homogenous, so recruiting for user research must acknowledge different backgrounds, experience and needs.⁹ Disabled students do not have uniform barriers and needs in higher education, so we tried to represent this variety of experience by recruiting participants with a range of conditions. We hope this will help provide a more nuanced and more accurate picture of disabled student experience.

Whilst user research is an important part of ongoing improvement and development of systems, digital user research with disabled students is particularly timely. The pandemic has highlighted many social inequalities, and the rapid switch from in person to online teaching forced by the pandemic is no different. Those struggling with digital skills, unreliable internet provision and inadequate devices have all been disadvantaged, whilst barriers faced by disabled students can easily be exacerbated. The rush to move all instruction online without the time for staff unused to remote teaching to consider accessibility considerations has had the potential to disrupt the adjustments made in person to accommodate disabled students and create new barriers.¹⁰

Digital user research has its challenges and also some advantages. Key challenges include getting to know someone and developing trust over a medium that acts as a filter for nuances like body language. Our approach was to have an initial chat with a disabled student using Zoom. From the initial chat, we wrote up key information that would help all researchers who would be spending time with the student, for instance, a bit of background that would help with making conversation, the technologies they used, reminders to ourselves to make them co-hosts so they could share their screens and so on. Our blind students are more than capable of using Zoom and sharing their screens, which gives us an advantage in that we can record the conversation and the screen. Our blind deaf student also noted that with their hearing aid, it was easier to work with Zoom than a normal phone call. Everyone is different so ensuring that the technology you use with your disabled students works for them is key.

Some things that may be obvious in face to face user research are not as obvious in digital user research. Where you may be able to see and hear a disabled student using their assistive technology in a room, you may not be able to see this online as all you have is their screen. Silence may indicate that the user is listening to their screen reader, for instance, or they are working out the steps to take to complete the task. While it

⁸ Joss, Nerida, Cooklin, Amanda, & Oldenburg, Brian. (2015). A scoping review of end user involvement in disability research. *Disability and Health Journal*, 9(2), 189-196.

⁹ *Ibid.*

¹⁰ Kimble-Hill, Ann C, Rivera-Figueroa, Armando, Chan, Benny C, Lawal, Wasiu A, Gonzalez, Sheryl, Adams, Michael R, . . . Fiore-Walker, Benjamin. (2020). *Insights Gained into Marginalized Students Access Challenges During the COVID-19 Academic Response*. *Journal of Chemical Education*, 97(9), 3391-3395.

is tempting to fill in silence by talking, researchers have to be patient and wait for the disabled student to explain what is happening for them. In this way, the researchers are themselves experiencing what it is like to not be able to see or hear the information they want.

Another way to gain insight into the lived experience of our disabled students has been to ask them to write up their every day experience for us. Their stories and their words help to provide an emotional quality about their experience¹¹ that goes beyond what a test plan can show us. One student chose to write without using their assistive tool, Grammarly, so they could convey their level of dyslexia more easily to the reader. These insights provide us with a way to develop empathy and understanding as we try to reduce the barriers that disabled students face in education. We have learned that for some, having access to online courses has opened up new horizons for them. For others, not being able to work with in person has led to frustration and disengagement.

For the researchers consulting our disabled students, they learn more than just how to make their systems or processes more accessible. They learn the benefits of including disabled voices, going beyond physical impairment to take into account cognitive disabilities, working with other teams across the University to reach the diverse representatives of our student population. The University is all the richer for joining up multiple teams and voices to create a more equitable environment for our students.

References

- Dee, Marianne, & Hanson, Vicki. (2016). A Pool of Representative Users for Accessibility Research. *ACM Transactions on Accessible Computing*, 8(1), 1-31.
- Hill, Heather. (2013). Disability and accessibility in the library and information science literature: A content analysis. *Library & Information Science Research*, 35(2), 137-142.
- Joss, Nerida, Cooklin, Amanda, & Oldenburg, Brian. (2015). A scoping review of end user involvement in disability research. *Disability and Health Journal*, 9(2), 189-196.
- Kimble-Hill, Ann C, Rivera-Figueroa, Armando, Chan, Benny C, Lawal, Wasiiu A, Gonzalez, Sheryl, Adams, Michael R, . . . Fiore-Walker, Benjamin. (2020). Insights Gained into Marginalized Students Access Challenges During the COVID-19 Academic Response. *Journal of Chemical Education*, 97(9), 3391-3395.
- Making the move to university*. (n.d.). Ambitious About Autism. Retrieved April 14, 2021, from <https://www.ambitiousaboutautism.org.uk/about-us/media-centre/blog/making-move-university>
- Pontoriero, Catherine, & Zippo-Mazur, Gina. (2019). Evaluating the User Experience of Patrons with Disabilities at a Community College Library. *Library Trends*, 67(3), 497-515.

¹¹ *Making the move to university*. (n.d.). Ambitious About Autism. Retrieved April 14, 2021, from <https://www.ambitiousaboutautism.org.uk/about-us/media-centre/blog/making-move-university>

Disability, Higher Education, Teaching and Learning Bibliography – March 2021

Stigma

AGCAS (2021)

What Happens Next 2021 ? A report on the outcomes of disabled graduates 2018

<https://www.agcas.org.uk/News/what-happens-next-2021/268397>

Abstract: A report which examines the outcomes 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 who are members of the AGCAS Disability Task Group.

Barrett, C. (2020)

Relationship between disability category, time spent in general education and academic achievement

Educational studies, 46 (4) 497-512

Abstract: Federal law under the Individuals with Disabilities in Education Improvement Act stipulates that services provided to students with diagnosed disabilities must be (a) individualised based on the assessed needs of each student and (b) include the fewest restrictions necessary to achieve students' personalised goals. However, determining the level of service and educational placement best suited to each student can be challenging. Recent legal rulings are also placing increased pressure on schools to provide services that yield substantive achievement. The following study examines the relation between time spent in general education settings and outcomes on state assessments. Results indicate a significant positive association between time spent in general education and scaled scores on state assessments for reading and math; no association was found for alternative state assessments. Ethical and practical implications as well as recommendations for future research are discussed

Schneiderwind, J; Johnson, J. (2020)

Disability and invisibility in STEM education.

Journal of higher education theory & practice, 20(14) , 101-104,

DOI: 10.33423/jhetp.v20i14.3854

Teaching/ Learning

Adefila, A.; Broughan, C.; Phimister, D.; Opie, J. (2020)

Developing an autonomous-support culture in higher education for disabled students

Disability and health journal, 13 (3)

Abstract: Inclusive practices have enhanced opportunities for many disabled people to engage in Higher Education; however, although support services that are central to success are increasing they are still intermittent and atomistic. Poor continuity of support is a systemic problem, particularly for students who engage in offsite placements where organisational structures do not adopt a student-centred approach. UK Universities require students to opt-into programmes of support that may necessitate rigorous paper work and labelling processes that may disempower students. Such models of support deter students from disclosing a disability and accessing relevant resources and support in a timely manner. This paper argues that using Self Determination Theory, HE Institutions can develop bespoke models of support, which will enable disabled students to utilize their autonomy agency and capabilities. This approach provides students with the requisite tools needed to take responsibility for their own learning and seek appropriate and timely support when needed.

Biggeri, M.; Di Masi, D.; Bellacicco, R. (2020)

Disability and higher education: assessing students' capabilities in two Italian universities using structured focus group discussions

Studies in higher education, 45 (4), 909-924

Abstract: In the last three decades, inclusive disability legislation has led to an increasing number of students with disabilities entering higher education. However, barriers to the full participation of students remain. This article presents evidence from studies conducted in two Italian universities. Drawing on the Capability Approach, the goal is to analyse the experiences of students with disabilities and to assess their capabilities in academic life. Participatory research methods were adopted using structured focus group discussion techniques. Fifty students with different types of disability participated in the study. Two major findings emerged from the data: (a) the essential value, in the experience of the students, of being able to use educational spaces, move around off campus and socialise with others; and (b) the tendency of capability achievements to vary according to context and type of disability, especially for students with visual disabilities, who experience relatively lower levels of mobility and respect.

Bolton, P; Hubble, S (2021)

Support for disabled students in higher education in England.

House of Commons Library Briefing

<https://commonslibrary.parliament.uk/research-briefings/cbp-8716/>

Abstract: The number of students in higher education with a known disability is increasing, but disabled students remain an underrepresented group and concerns have been expressed about the support provided for these students.

Bradshaw, D. (2020)

Examining beliefs and practices of students with hidden disabilities and universal design for learning in institutions of higher education.

Journal of higher education theory & practice, 20(15), 12-20,

DOI: 10.33423/jhetp.v20i15.3933

Chanmugam, A. (2021)

The menu of bad options: Academic leadership during the early pandemic.

Qualitative social work. 20 (1-2) 645-651. DOI: 10.1177/1473325020981081.

Abstract: This reflexive essay focuses on personal aspects of leadership, management, communication, and family experiences while chairing a U.S. social work program in higher education during the early months of the COVID-19 pandemic. Management and leadership in context of the pandemic were also shaped by the author's research and practice perspectives, as well as personal identities and experiences. The essay explores learning some of the emotional boundaries in taking care of self, family, and a social work program during the novel coronavirus crisis.

Eigege, C. Kennedy, P. (2021)

Disruptions, distractions, and discoveries: Doctoral students' reflections on a pandemic.

Qualitative social work 20 (1-2), 618-624. DOI: 10.1177/1473325020973341.

Abstract: his paper describes the reflections of two social work PhD students based on their personal and professional experiences with the COVID-19 pandemic. The students describe their positionality and use that to expound on the impact of the pandemic on their lives. They reflect on the disruptions to their social work education and research priorities including transitioning to online learning and modifications to research agendas. They then discuss ongoing distractions such as worries about getting sick, mental health concerns, and financial constraints. They share their discoveries about glaring disparities in coronavirus infection and death rates, the need to adjust research agendas in response to current events, and the urgency for qualitative research strategies to add meaning to the numbers being reported. In addition, the authors describe shared experiences and intersections they discovered while writing this essay. Finally, recommendations for practice include recommitting to social work values to help surmount the ongoing waves of this pandemic; reimagining social work education so that disparities and injustice intersect with every subject taught and graduates become experts at leading social change; and harnessing the untapped potential of qualitative research to drive real, systemic change.

Freedman, J E.; Drelick, A. (2021)

Strive for 'beyond compliance' through collaborative Universal Design.

Disability compliance for higher education, 26 (8) , 6-7. DOI: 10.1002/dhe.31007

Abstract: Many students who have been previously identified as having a disability do not access accommodations once enrolled in higher education. Some students do not register with Disability Services. Others register but choose not to disclose their disability status to individual course instructors. Still others, including students in our own research, go so far as to discuss accommodations with instructors but ultimately downplay their need for accommodations or even proactively offer not to use them in an attempt to be more like students without disabilities. The voices of students with disabilities in research consistently demonstrate that the many steps involved in disclosing their disability status create an obstacle to accessing accommodations.

Golan, M. (2020)

Integrating actual time usage into the assessment of examination time extensions provided to disabled college engineering students

Assessment & evaluation in higher education 45 (7), 988-1000

Abstract: In this study, we suggest combining the monitoring of actual examination time used with grades in order to assess examination time extensions in terms of access provision and expected outcome. Using naturally-occurring data collected from a large sample (N = 2315) of undergraduate engineering students, we argue that extended examination time may be regarded as providing equal access when a disabled student actually utilizes more examination time than a normally achieving student, regardless of the grade obtained. We further argue that extended examination time may be regarded as resulting in the expected outcome when a disabled student either (a) utilizes less or equal examination time and achieve grades that are lower than a normally achieving student, or (b) utilizes more examination time and achieve grades that are equal to a normally achieving student. In our data, equal access was provided in all courses (i.e. disabled students utilized more time than normal achievers), but the expected outcome (i.e. equal grades) was not observed in software and English examinations. The results of this study emphasize the importance of monitoring actual time usage in addition to performance measures when assessing examination time extensions.

Hernandez-Saca, D (2020)

My Learning Dis/Ability and Disability Studies in Education Activism

Peace review 31 (4), 487-496

Abstract: Since 2016, I have been an assistant professor at the University of Northern Iowa in the Department of Special Education. My Ph.D. is in Curriculum and Instruction with an emphasis in Critical Special Education. I am a Disability Studies in Education assistant professor, scholar, advocate, and activist

McCarthy, C. (2021)

Learn how to assess your institution's support for student well-being.

Disability compliance for higher education. 26(9), 6-7. DOI: 10.1002/dhe.31026.

Abstract: The level of each student's well-being can influence so many aspects of success, including retention, GPAs, mental and physical health, and learning, explained Bridget Yuhás, Ed.D., Director of Student Affairs Assessment and Planning at Butler University, and Josh Downing, Butler's Director of Recreation and Wellness, during a webinar hosted by the Assessment Institute.

Moriña, A; Orozco, I. (2021)

Spanish faculty members speak out: Barriers and aids for students with disabilities at university

Disability & society, 36 (2) 159-178. DOI: 10.1080/09687599.2020.1723495

Abstract: Through the voice of faculty members, this article analyses the barriers and aids that students with disabilities encounter at university. As part of the study, we conducted interviews with 119 faculty members from 10 Spanish universities. We then analysed the data using an inductive system of categories and codes. The results are

presented in relation to two topics: barriers and aids to learning and participation. Some of the barriers identified included physical obstacles, faculty, peers, and a lack of resources and information; and some of the sources of aid and support were disability offices, peers, human and external resources, faculty and the university itself. The study shows how each faculty member's unique experience determines their view regarding potential barriers and aids for university students with disabilities. Indeed, throughout the article, it becomes clear that what are perceived by some as barriers are regarded by others as supports.

Mehrotra, G. (2021)

Centering a pedagogy of care in the pandemic.

Qualitative social work. 20(1-2), 537-543. DOI: 10.1177/1473325020981079.

Abstract: This essay is a reflexive account of my experience of teaching a social justice course during the pandemic. Specifically, I reflect on how centering a pedagogy of care within the course provided a framework for me to be responsive to student needs while also disrupting dominant culture and neoliberal forces in academia. In particular, I highlight sharing power and co-creating meaning, community care, and use of creativity and mindfulness as disruptions to dominant paradigms that I employed in my class that were impactful in the context of the pandemic. I also reflect on how this pedagogical praxis of care has been an instructive and anchoring experience for me as an educator and will impact my teaching going forward.

Pacheco, E; Yoong, P; Lips, M. (2021).

Transition issues in higher education and digital technologies: the experiences of students with disabilities in New Zealand.

Disability & society, Feb2021, 36 (2), 179-201. DOI: 10.1080/09687599.2020.1735305

Abstract: Points of interest: This research shows that, from the perspective of students with vision impairments, key issues for transitioning to higher education include the academic system, social connections, disability support, family involvement and their own impairment(s). Transition issues in higher education, in the context of disability, are complex and interconnected. Students with vision impairments actively engage with and adapt digital technologies to manage transition issues. These findings expand the current understanding of transition as well as student retention in higher education in the context of disability and the role of digital technologies. This research recommends tertiary institutions use creatively collaborative and interactive digital technologies to complement transition services and activities for students with disabilities so their participation and inclusion in higher education can be encouraged

Sutton, H. (2020)

Campus recreation websites lack inclusive language, imagery.

Disability compliance for higher education. 26(8), 9. DOI: 10.1002/dhe.31009

The majority of college recreation program websites had low representation of, and minimal information for, students with disabilities, according to a study published in the *Journal of Kinesiology and Wellness*.

Assistive technology

Ashley, F (2021)

Accessibility services and moving towards universal design.

Diverse: Issues in higher education 37(25), 10-13

<https://diverseeducation.com/article/201359/>

Christopherson, R. (2021, 11 march). AbilityNet

On its 32nd birthday we ask “is the web accessible to all?”

<https://abilitynet.org.uk/news-blogs/internets-32nd-birthday-we-ask-is-web-accessible-all>

Hamblet, E. (2021)

Tweak your office’s site to encourage students to register, Part 2.

Disability compliance for higher education, 26 (9), DOI: 10.1002/dhe.31024

Abstract: In my previous column (January 2020), I provided some initial considerations for making sure your site encourages students to complete the disability services registration process, including that you should provide a time line to let students know how long it can take from start to finish. Besides making sure students know how things work, make sure your site makes them feel comfortable initiating and completing the process. Think about how it feels to students for whom all of this is new (and anxiety provoking).

Hope, J. (2021)

Take advantage of assistive technology available free of charge.

Disability compliance for higher education 26 (7), 4-5. DOI: 10.1002/dhe.30986.

Abstract: When people think about assistive technology, they often think of expensive items such as motorized wheelchairs, said Wendy Torres, Senior Instructional Technologist at Coppin State University. But AT is any tool that allows someone to do something they couldn’t do before or to do it to the best of their ability, said Torres, speaking at the Online Learning Consortium’s Accelerate conference. It enables people to be independent or to reach a goal, she added.

Horn, A (2021)

HE/Public sector update: How Cardiff Metropolitan University meets accessibility targets

<https://abilitynet.org.uk/webinars/hepublic-sector-update-how-cardiff-metropolitan-university-meets-accessibility-targets>

Abstract: slides from webinar held February 2021 organised by AbilityNet

ITU (2021)

Accessible Europe: ICTs 4 ALL conference

<https://www.itu.int/en/ITU-D/Regional-Presence/Europe/Pages/Events/2020/AE21/default.aspx>

Abstract: Conference which took place virtually from 23 to 25 March 2021. This regional event for Europe was jointly organised by the Telecommunication Development Bureau

(BDT) of the International Telecommunication Union (ITU) and European Commission (EC). The event highlighted the relevance of joining efforts to remove barriers and enable human development and social inclusion of persons with disabilities and other groups of people with specific needs, through cooperation, programmes and projects development, generating partnerships, and training. Papers and videos of presentations are available from the website

ITU (2021).

ICT accessibility assessment for the Europe region

<http://handle.itu.int/11.1002/pub/8182b00a-en>

Abstract: The International Telecommunication Union (ITU) information and communication technology (ICT) accessibility assessment for the Europe region has been launched as part of the ITU Office for Europe accessibility initiatives. Its aim is to assess countries' commitments to ICT accessibility for persons with disabilities, in terms of general legislation and regulations, and their capacity to meet those commitments, in terms of policies and institutional frameworks.

Seale, J.; Colwell, C. (2021)

'Dreaming in colour': disabled higher education students' perspectives on improving design practices that would enable them to benefit from their use of technologies.

Dorit. Education & information technologies. 26(2), 1687-1719.

DOI: 10.1007/s10639-020-10329-7.

Abstract: The focus of this paper is the design of technology products and services for disabled students in higher education. It analyses the perspectives of disabled students studying in the US, the UK, Germany, Israel and Canada, regarding their experiences of using technologies to support their learning. The students shared how the functionality of the technologies supported them to study and enabled them to achieve their academic potential. Despite these positive outcomes, the students also reported difficulties associated with: i) the design of the technologies, ii) a lack of technology know-how and iii) a lack of social capital. When identifying potential solutions to these difficulties the disabled students imagined both preferable and possible futures where faculty, higher education institutions, researchers and technology companies are challenged to push the boundaries of their current design practices.

Taylor, Z. W. (2020)

Leverage software accessibility features for ADA-compliant Communication

Successful Registrar, 21 (1), 9

Abstract: Communication technologies have made significant advances over the past several decades, including assistive technologies created to help people with disabilities access digital content. In recent years, software developers have updated many common content-creation software programs to include accessibility options. However, these features are available across several popular software programs only if updates are installed or if users know where to find them, and many of them are tucked away behind several layers of menus. Of the most widely used, affordable, and powerful tools available

to content creators working for higher education institutions, the Microsoft Office suite and Adobe Acrobat Pro have the capacity to increase the accessibility of digital content and can help you comply with the Americans with Disabilities Act.

Autism

Flower, R. ; Richdale, A.; Lawson, Lauren P.(2021)

Brief report: what happens after school? Exploring post-school outcomes for a group of Autistic and non-autistic Australian youth.

Journal of autism & developmental disorders, 51 (4), 1385-1391.

DOI: 10.1007/s10803-020-04600-6

Abstract: Young autistic Australians are less likely to attend higher education and have lower employment rates than non-autistic Australians (in: Australian Bureau of Statistics, Survey of disability, ageing and carers Australia: Summary of Findings 2018. Australian Bureau of Statistics, Canberra, 2019a). Few studies have examined post-school outcomes among this population. Using data from the first phase of a national longitudinal study including autistic (n = 79) and non-autistic (n = 107) 17-25-year olds, we found young autistic adults were (a) less likely to be employed, (b) more likely to attend technical and further education (TAFE) than university, (c) more likely to enrol in higher education on a part-time basis and (d) less likely to be engaged in both higher education and employment, than their non-autistic peers. Findings highlight a need to understand post-school trajectories of young autistic adults.

Blind Students

Palan, R. (2021)

“I seriously wanted to opt for science, but they said no”: visual impairment and higher education in India.

Disability & society, 36(2) 202-225

Abstract: This article highlights the experiences of students with a visual impairment regarding enrolling in different courses in higher education (HE) in India. The research found that four main factors prevented many students with a visual impairment from pursuing science-and mathematics-based courses in HE. These were i) exclusion from science and mathematics in early education, ii) inadequate support systems, iii) inaccessible teaching practices, and iv) limited work opportunities. Little or no support and motivation was available for them to study these subjects. The research recommended that HE authorities must recognise the ability of students with a visual impairment to learn visual-based subjects. It also highlighted the need to provide support for learning mathematics and science to these students in school so that they can study mathematics-and science-based courses in HE.

Deaf students

de la Rosa, O.; Villar Angulo, L. (2021)

Evaluation of emotional and psycholinguistic problems in deaf and hard-of-hearing students in the Canary Islands

Heliyon 7(3)

Abstract: The current study evaluated deaf and hard-of-hearing students' mental health in terms of emotional and behavioral strengths and difficulties, as measured by the SDQ in the Canary Islands. Furthermore, it evaluated the students' psycholinguistic abilities using the Spanish version of the ITPA.

Dyslexia

Kirby, P (2020)

Literacy, Advocacy and Agency: The Campaign for Political Recognition of Dyslexia in Britain (1962–1997)

Social History of Medicine, 33 (4), 1306–1326, <https://doi.org/10.1093/shm/hkz030>

Abstract: This article charts the campaign for political recognition of dyslexia in Britain, focusing on the period from 1962 when concerted interest in the topic began. Through the Word Blind Centre for Dyslexic Children (1963–72), and the organisations that followed, it shows how dyslexia gradually came to be institutionalised, often in the face of government intransigence. The article shows how this process is best conceived as a complex interplay of groups, including advocates, researchers, civil servants and politicians of varying political stripes. Necessarily, the campaign was mediated through broader political, economic and social changes, including the increasing requirement for literacy in the productive worker, but it is not reducible to these factors. In this way, the article reflects on the conceptualisation of power and agency in accounts of the history of dyslexia to date and its broader relevance to the history of learning difficulties and disabilities.

Stoeber, J.; Rountree, M. L. (2021)

Perfectionism, self-stigma, and coping in students with dyslexia: the central role of perfectionistic self-presentation.

Dyslexia 27 (1), 62–78. DOI: 10.1002/dys.1666.

Abstract: Dyslexia is a prevalent condition, and a significant percentage of students in higher education are dyslexic. Despite this, few studies have investigated dyslexia in university students and what personality dispositions may predict how students feel about help-seeking for dyslexia and how they cope with dyslexia. Against this background, the present study investigated perfectionism, self-stigma, and coping in 115 university students with dyslexia, examining the relationships between dispositional perfectionism (self-oriented and socially prescribed perfectionism) and perfectionistic self-presentation with self-stigma of seeking help and adaptive versus maladaptive coping with dyslexia. Results from regression and mediation analyses showed that perfectionistic self-presentation predicted higher levels of self-stigma and maladaptive coping, and lower levels of adaptive

coping. Furthermore, both forms of dispositional perfectionism predicted higher levels of self-stigma and maladaptive coping, and lower levels of adaptive coping, via perfectionistic self-presentation (dispositional perfectionism > perfectionistic self-presentation > self-stigma and coping). The findings suggest that perfectionistic self-presentation plays a central role in the relationships of perfectionism, self-stigma, and coping in students with dyslexia, and that impression management, aimed at presenting a perfect self-image (and hiding imperfections), represents a significant risk for students seeking help for, and successful coping with, dyslexia.

Sumner, E; Crane, L.; Hill, E.

Examining academic confidence and study support needs for university students with dyslexia and/or developmental coordination disorder.

Dyslexia, 27 (1), 94-109. DOI: 10.1002/dys.1670.

Abstract: Higher education providers are seeing a shift from externally funded support for students with specific learning difficulties (SpLD), to a need to develop more inclusive practices generally. However, the precise needs of students with different SpLD diagnoses is unknown. A total of 367 students in England and Wales (163 students with dyslexia, 50 students with developmental coordination disorder [DCD/“dyspraxia”], 62 students with dyslexia and DCD, and 92 non-SpLD students) completed an online questionnaire to determine: (a) how confident they are with their study-related capabilities, (b) the types of support they access, and (c) their views on current inclusive practices. Students with dyslexia and students with dyslexia/DCD reported lower confidence in their grades and studying than non-SpLD students, and accessed more technology-related support than students with DCD only. Examination accommodations supporting writing were common for all SpLD students. Inclusive practices were perceived positively, although different priorities were seen across groups. The findings demonstrate the complexities inherent in providing effective support for all students at university, with the varied profiles across and within SpLD groups suggesting that an individualized approach is necessary. Practical implications are discussed.

Mental Health

Andersson, C; Bergsten, K.; Lilliengren, P.; Norbäck, K.; Rask, K.; Einhorn, Osika, W.

The effectiveness of smartphone compassion training on stress among Swedish university students: A pilot randomized trial

Journal of clinical psychology, 77 (4), 927-945. DOI: 10.1002/jclp.23092

Abstract:

Objective: To investigate the effects of a 6-week smartphone compassion training intervention on mental health.

Method: Fifty-seven Swedish university students (mean age = 25, SD = 5) reporting high levels of stress were randomized to compassion training (n = 23), mindfulness (n = 19), or waitlist (n = 15).

Result: Multilevel models indicated that both compassion and mindfulness training increased self-compassion compared to the waitlist, while only compassion significantly

reduced stress. Between-group effect sizes for compassion compared to waitlist were large for both self-compassion ($d = 1.61$) and stress ($d = 0.94$). Compassion and mindfulness did not differ significantly, but effect sizes were in favor of compassion. Secondary outcomes indicated positive effects on emotional awareness, while no effect was found for global psychological distress.

Conclusions: Our results suggest that compassion training via a smartphone application can improve self-compassion and reduce stress among university students. Future studies in larger clinical samples are warranted.

Baams, L; Russell, S. (2021)

Gay-straight alliances, school functioning, and mental health: associations for students of color and LGBTQ students.

Youth & society. 53 (2), 211-229. 19 DOI: 10.1177/0044118X20951045.

Abstract: Utilizing a school-based sample of 895,218 students aged 10–18 years old, we examine differences in students' school functioning, substance use, and mental health in schools with and without Gay-Straight Alliances (GSAs). In addition, we examine whether GSA presence is associated with these outcomes for students of color and LGBTQ students. Overall, students in schools with GSAs were found to report better school functioning, lower substance use, and better mental health. For students of color, the association between the presence of a GSA and mental health and substance use was not as strong as it was for non-Hispanic white students. Further, for LGBTQ students, the association between the presence of a GSA and school functioning was not as strong as it was for non-LGBTQ students. Future research is necessary to ascertain the function of GSAs, especially for marginalized youth

Beauchemin, J. .; Facemire, S. (2021)

Solution-focused wellness coaching: a mixed methods, longitudinal study with college students.

Social work in mental health. 19 (1), 41-59. DOI: 10.1080/15332985.2020.1861165.

Abstract: Research indicates that college students are experiencing mental health challenges of greater severity and frequency. College students present with a variety of wellness-related challenges, resulting in increased demand on campus health resources and service limitations including extended wait lists and increased off-campus referrals. This research study examined the effectiveness of a short-term solution-focused intervention on perceptions of wellness and stress among the college student population. This study utilized a longitudinal, mixed-methods design to assess the impact of a brief (seven-week) intervention on perceived stress and wellness among 52 college students at a large Midwestern University, using the Perceived Stress Scale (PSS) and Five-Factor Wellness Evaluation of Lifestyle (5 F-WEL). Repeated measures analysis of variance (RM-ANOVA) results indicated significant differences across time for perceived stress and wellness ($p < .01$). To augment quantitative data, a brief, semi-structured interview was completed with 24 study participants post-intervention, and an Applied Thematic Analysis (ATA) was conducted as a means of identifying themes. This study demonstrates the effectiveness of a solution-focused wellness (SFW) approach in changing perceptions of stress and wellness. Findings provide support for a prevention model in which college

students are encouraged to proactively engage in lifestyle activities that enhance their wellness.

Billings, K (2021)

Stigma in class: Mental illness, social status, and tokenism in elite college culture. *Sociological perspectives*. 64 (2), 238-257. DOI: 10.1177/0731121420921878.

Abstract: The majority of mental illness on college campuses remains untreated, and mental illness stigma is the most common reason for not seeking mental health treatment. Compared with affluent students, working-class students are at greater risk of mental illness, are less likely to seek treatment, and hold more stigmatized views toward people with mental illness. Research on college culture suggests that elite contexts may be associated with greater stigmatization of illness. This study asks how social status and college context together predict students' mental health attitudes. A survey of Ivy and non-Ivy League undergraduates (n = 757) found that lower status students' perceptions of themselves as status minorities may be responsible for greater stigmatization of mental illness in elite contexts. Elite academic institutions bolster cultures of individualism and perfectionism, which encourage students to adopt stigmatizing views. In addition, these processes may be even more harmful to lower status students who are underrepresented on their elite college campuses. Results suggest that elite colleges need to evaluate the negative effects their culture and norms have on students' mental health attitudes, and that increasing socioeconomic diversity may improve lower status students' mental health attitudes.

Farrell, E; Mahon, Á (2021).

Understanding student mental health: difficulty, deflection and darkness. *Ethics & education*, 16 (1) 36-50, DOI: 10.1080/17449642.2020.1864585

Abstract: With a particular focus on the experience of young people in higher education, this paper turns to the philosophical work of Cora Diamond to open up new ways of conceptualising mental health. We claim that Diamond offers a compelling insight into that experience of human difficulty so often subsumed by a medicalised vocabulary. We propose that she offers philosophically astute perceptions of the related human attempts at deflection (as when those same difficulties are avoided because of their lack of fit with the established discourse). And we situate this reading of Diamond against a broader understanding of the contemporary university as a place of institutional darkness. In developing this general discussion, we place ourselves within a very particular context. We draw on the narratives of a number of third-level students in Ireland, who shared their experiences as part of a hermeneutic phenomenological study into the lived experience of mental health difficulties.

Gato, J. (2020)

Psychosocial effects of the COVID-19 pandemic and mental health among LGBTQ+ young adults: a cross-cultural comparison across six nations. *Journal of homosexuality*. 68(4), 612-630. DOI: 10.1080/00918369.2020.1868186.

Abstract: Across the world, people have seen their lives interrupted by the COVID-19

pandemic. Using an online survey, we explored how the psychosocial effects of the pandemic affected the mental health of LGBTQ+ young adults who were confined with their parents during the lockdown period (N = 1,934), from six countries: Portugal, UK, Italy, Brazil, Chile, and Sweden. South American participants experienced more negative psychosocial effects of the pandemic. Depression and anxiety were higher among participants who were younger, not working, living in Europe and who reported feeling more emotionally affected by the pandemic, uncomfortable at home, or isolated from non-LGBTQ friends. Not attending higher education predicted depression while not being totally confined at home, residing habitually with parents, and fearing more future infection predicted anxiety. LGBTQ+ community groups, as well as health and educational services should remain particularly attentive to the needs of LGBTQ+ young adults during health crises.

Goldrick-Rab, S (2021)

Centering humanity: Addressing #RealCollege needs during a pandemic.

Change. 53 (1), 13-17. DOI: 10.1080/00091383.2021.1850115.

Basic needs security has been exacerbated during the COVID crisis

Johnson, B.; Riley, J. (2021)

Psychosocial impacts on college students providing mental health peer support

Journal of American college health. 69(2), 232-236. DOI: 10.1080/07448481.2019.1660351.

Abstract:

Objective: To examine psychosocial effects on college student peer support workers of providing mental health peer support as compared to other trained student workers.

Participants: From August 2016 through May 2017, undergraduate students trained to provide mental health peer support were compared to trained student workers not providing peer support.

Methods: A post-training, post-working survey design was used to assess psychosocial effects using Keyes' Mental Health Continuum Short Form, the Deakin Coping Scale, and the Interpersonal Support Evaluation List.

Results: At completion of training, peer supporters had lower flourishing (-9.5%, $p = 0.090$) than controls. After 6 weeks' work, peer supporters exhibited lowered avoidance coping (-62%, $p = 0.023$), and more belonging support (+9.5%, $p = 0.044$).

Conclusions: Peer supporters' mental wellness does not decrease over the course of working as a mental health peer support worker; conversely, some aspects of well-being improve.

Jaspal, R; Lopes, B. (2021)

Discrimination and mental health outcomes in British Black and South Asian people during the COVID-19 outbreak in the UK.

Mental health, religion & culture. 24 (1), 80-96. DOI:10.1080/13674676.2020.1871328.

Abstract: This study focuses on the impact of the COVID-19 outbreak on mental health outcomes in Black and South Asian people in the United Kingdom. A sample of 226 participants completed a survey consisting of measures of ethnic identification, religiosity, British national identification, perceived discrimination, fear of COVID-19, generalised

anxiety, depression and life satisfaction. Black participants reported more frequent ethnic discrimination than South Asians who, conversely, reported more religious discrimination. Structural equation modelling showed that discrimination had a direct impact on fear of COVID-19 and an indirect impact through decreased British national identification and life satisfaction. Religiosity and ethnic identification appeared to be protective against fear of COVID-19. Fear of COVID-19 was in turn associated with increased depression and generalised anxiety and decreased life satisfaction. The results suggest that some minority groups may be facing poorer mental health outcomes due to discrimination and minority stress.

Kotera, Y.; Cockerill, V. Chircop, J. Kaluzeviciute, G.; Dyson, S. (2021)

Predicting self-compassion in UK nursing students: Relationships with resilience, engagement, motivation, and mental wellbeing.

Nurse education in practice, 51. DOI: 10.1016/j.nepr.2021.102989

<https://derby.openrepository.com/handle/10545/625614>

Abstract: Self-compassion, being kind towards oneself, has been identified as a key protective factor of mental health. This is consistent with students' experiences in the study of nursing, which attracts a large number of students in the United Kingdom. Despite the importance of self-compassion, knowledge in how to enhance self-compassion is under-researched. Self-compassion interventions are commonly related to meditative exercises. In order to suggest alternative approaches, relationships between self-compassion and more established constructs need to be appraised. Accordingly, this study evaluated predictors of self-compassion, examining its relationships with more established constructs examined in other healthcare student populations: resilience, engagement, motivation and mental wellbeing. An opportunity sample of 182 UK nursing students at a university in East Midlands completed self-report measures about these constructs. Correlation and regression analyses were conducted. Self-compassion was positively related to resilience, engagement, intrinsic motivation and mental wellbeing, while negatively related to amotivation. Resilience and mental wellbeing were identified as significant predictors of self-compassion. As resilience and mental wellbeing are relatively familiar to many nursing lecturers and students, educators can incorporate a self-compassion component into the existing resilience training and/or mental wellbeing practices.

Kotera, Y; Ting, S; Neary, S. (2020) .

Mental health of Malaysian university students: UK comparison, and relationship between negative mental health attitudes, self-compassion, and resilience

Higher Education 81, 403-419(2021). DOI: 10.1007/s10734-020-00547-w.

Abstract: Poor mental health of university students is becoming a serious issue in many countries. Malaysia - a leading country for Asia-Pacific education - is one of them. Despite the government's effort to raise awareness, Malaysian students' mental health remains challenging, exacerbated by the students' negative attitudes towards mental health (mental health attitudes). Relatedly, self-compassion and resilience have been reported to improve mental health and mental health attitudes. Malaysian students (n = 153) responded to paper-based measures about mental health problems, negative mental

health attitudes, self-compassion, and resilience. Scores were compared with 105 UK students, who also suffered from poor mental health and negative mental health attitudes, to make a cross-cultural comparison, to contextualise Malaysian students' mental health status, using t tests (aim 1). Correlation, path, and moderation analyses were conducted, to evaluate the relationships among these mental health constructs (aim 2). Malaysian students scored higher on mental health problems and negative mental health attitudes, and lower on self-compassion and resilience than UK students. Mental health problems were positively associated with negative mental health attitudes, and negatively associated with self-compassion and resilience. While self-compassion mediated the relationship between negative mental health attitudes and mental health problems (high self-compassion weakened the impacts of negative mental health attitudes on mental health problems), resilience did not moderate the same relationship (the level of resilience did not influence the impact of negative mental health attitudes on mental health problems). Self-compassion training was suggested to counter the challenging mental health in Malaysian university students.

Lucas, J. (2021)

Mindful energy and information flow: A reflective account of S.E.L.F connection during COVID-19.

Qualitative social work. 20 (1-2) 214-221. DOI:10.1177/1473325020973302.

Abstract: Life during the COVID-19 pandemic is uncertain, intense, and traumatic. At the same time, there is room for hope, inspiration, and meaning for social workers through mindfully connecting with energy-information flow as it influences our Safety, Emotions, Loss, and Future – S.E.L.F. As adapted from the Sanctuary Model®, this S.E.L.F connection is an opportunity to discover within ourselves our unwavering core that is grounded, present, and connected and sustain an ethical and compassionate approach to social work practice, education, and research during this time of pandemic. The aim in this reflective essay is to provide an example of S.E.L.F. connection from the perspective of a Buddhist and social work academic at an Australian university during the COVID-19 pandemic. While beneficial, ongoing S.E.L.F. connections are necessary for social workers if we are to stay mindful of energy-information flow and steer this flow towards the creation of a story of relationship, compassion, and connection into the future.

Moffitt-Carney, K. Duncan, A. (2021)

Evaluation of a mindfulness-based mobile application with college students: A pilot study.

Journal of American college health. 69 (2), 208-214. DOI:10.1080/07448481.2019.1661420.

Abstract:

Objective: This pilot study assessed the feasibility and acceptability of The Mindfulness App with college students and the utility of daily text-message reminders for increasing adherence.

Participants: Students from a mid-sized Midwestern University (N = 59) during the spring and fall of 2016.

Methods: Using a pretest-posttest design, a group of students used The Mindfulness App for 5 weeks. All students were sent text-message reminders to submit daily practice time

and completed a series of online measures.

Results: Participants consistently used the application as intended, and reported positive attitudes toward the text-message reminders and the quality of the application.

Conclusions: The Mindfulness App is a feasible, well-accepted tool for delivering mindfulness interventions to college students.

Park, C. (2020)

Relations of religious beliefs with distress and well-being among Hindu college students.

Mental health, religion & culture. 23 (10), 902-911. DOI:10.1080/13674676.2020.1856801.

Abstract: Religious beliefs are generally linked with less distress and higher psychological well-being, but few studies have been conducted with non-Christian samples or outside the United States. We examined how religious beliefs relate to distress and psychological well-being in a sample of Hindu students in India. 178 students (36% women, 64% men, mean age of 22.7 years) completed questionnaires regarding religious beliefs, distress (depression, anxiety, stress) and positive well-being (happiness, life satisfaction, meaning in life). Religious beliefs were unrelated to frequency of service attendance, importance of prayer, or influence of religion on one's life and related positively to depression and anxiety as well as meaning in life. Associations of religious beliefs and wellbeing were modest and did not strongly support general theoretical notions that religious beliefs are a source of comfort. Indian Hindus constitute a large portion of the world population and the impact of their religious beliefs warrants additional attention.

Reznick, A Isralowitz, R; Konstantinov, V; Gritsenko, V; Vorobeva, E; Reznik, (2021)

First and second wave COVID-19 impact on Russian medical student fear, mental health and substance use.

Journal of loss & trauma. 26(1), 94-96. DOI: 10.1080/15325024.2021.1872274.

Abstract: This study aims to examine COVID-19 related fear and its association with psycho-emotional conditions including substance use among Israeli and Russian social work students at two peak points or waves of infection. The first study was conducted in May and the second, including examination of student resilience, in October/November, 2020. It is hypothesized that COVID-19 fear, mental health and substance use differ among university social work students from Israel and Russia; and, self-reported resilience positively influences maladaptive behavior conditions regardless of nationality.

Rudenstine, S. (2020)

Depression and anxiety during the COVID-19 pandemic in an urban,low-income public university sample.

Journal of traumatic stress, 34 (1), 12-22. DOI: 10.1002/jts.22600.

Abstract: Mental health disparities in the aftermath of national disasters and the protective role of socioeconomic status are both well documented. We assessed the prevalence of depression and anxiety symptoms among underresourced public university students during the COVID-19 pandemic in New York City. Between April 8, 2020, and May 2, 2020, adult students (N = 1,821) across the CUNY system completed an online survey examining COVID-19–related stressors and mental health and sociodemographic

factors. Using multivariable logistical regression to assess the association between COVID-19–related stressors and depression and anxiety symptoms, we found a high prevalence and severity of depression and anxiety symptoms. We also observed that more exposure to COVID-19–related stressors was associated with increased depressive (27.0%, 41.4%, and 63.1% for low-, medium-, and high-level stressors, respectively) and anxiety symptoms (19.3%, 34.6%, 52.2%). In addition, the degree of exposure to COVID-19–related stressors served as an important predictor of depression and anxiety symptoms. Compared to high levels of stressors, the odds of depression were 0.2, 95% CI [0.2, 0.3] for low- and 0.4, 95% CI [0.3, 0.5] for medium-level stressors; for anxiety, the odds were 0.2, 95% CI [0.2, 0.3] for low and 0.05, 95% CI [0.4, 0.6] for medium stressors. Finally, household savings of less than \$5,000 increased the risk of anxiety but not depression symptoms, OR = 1.3, 95% CI [1.0, 1.6]. Together, these findings tell a devastating story of psychological distress among students from lower socioeconomic groups living in the COVID-19 epicenter of the U.S. pandemic.

Seehuus, M.; Moeller, R.; Peisch, V. (2021)

Gender effects on mental health symptoms and treatment in college students
Journal of American college health, 69(1) 95-102. DOI: 10.1080/07448481.2019.1656217

Abstract: Mental health problems are a growing concern on college campuses. Although postsecondary institutions often provide mental health services to students free of charge, it is unclear which students access such treatment and why. **Methods:** This study examined predictors of mental health treatment among college students. 2,280 students completed an online survey to assess demographic variables, mental health symptoms (depression, anxiety), stress and prior/current mental health treatment. **Results:** After accounting for symptom severity, men were less likely to receive treatment for mental health problems and LGBTQ students were more likely to receive treatment. That difference was not evident at higher levels of depression and anxiety. Finally, self-reported anxiety but not depressive symptoms predicted being in mental health treatment. **Conclusions:** These findings can help inform efforts to target college students who could benefit from treatment but are not seeking it.

Thomas, N. et.al (2021)

Longitudinal influence of behavioral health, emotional health, and student involvement on college student retention.

Journal of college student development, 62(1). DOI: 10.1353/csd.2021.0001

Abstract: Student attrition in higher education is a pervasive problem. In this analysis, we used a longitudinal sample of nearly 10,000 university students to examine the relative importance of social, behavioral, and interpersonal factors on student retention over time. Our findings show that increased depressive symptoms, antisocial behaviors, exposure to stressful events, and substance use are consistently related to increased risk of dropping out of college. Our findings also show that protective factors related to student involvement are most effective in students' earlier years of college. These findings support administrative efforts to maximize student retention by engaging newer students and addressing student behavioral health concerns.

Woof, V. .; Hames, C.; Speer, S.; Cohen, D. (2021)

A qualitative exploration of the unique barriers, challenges and experiences encountered by undergraduate psychology students with mental health problems.

Studies in higher education. 46, 750-762. DOI: 10.1080/03075079.2019.1652809.

Abstract: Research demonstrating student mental distress typically focuses on mental wellbeing by combining questionnaire responses from students studying a variety of disciplines [see Ibrahim, A. K., S. J. Kelly, C. E. Adams, and C. Glazebrook. 2013. "A Systematic Review of Studies of Depression Prevalence in University Students." *Journal of Psychiatric Research* 47 (3): 391–400; Bewick, B., G. Koutsopoulou, J. Miles, E. Slaa, and M. Barkham. 2010. "Changes in Undergraduate Students' Psychological Well-being as they Progress Through University." *Studies in Higher Education* 35 (6): 633–645]. Little is known about how student mental health varies as a function of degree type. Psychology students are of interest here, as Psychology is one of few degrees where mental health is a topic of study. Semi-structured interviews were conducted with 20 undergraduate psychology students with mental health difficulties from a UK University. Thematic analysis showed that previous mental health problems were a motivator for studying psychology. The delivery of taught mental health content exacerbated pre-existing symptoms, induced concern and challenged perceptions of treatments. Students also experienced unique challenges when accessing a variety of University support networks. Findings can be used to inform policy changes to improve these students' university experiences.

Wu, C. Yue; Wilkes, R.

Anti-Asian discrimination and the Asian-white mental health gap during COVID-19.

Ethnic & racial studies. 44(5) 819-835. DOI: 10.1080/01419870.2020.1851739.

Abstract: In this article, we consider how, due to a spike in anti-Asian hate crimes, Asians might face a disproportionate mental health impact of the COVID-19 pandemic. Analyzing data from the University of Southern California's Center for Economic and Social Research Understanding Coronavirus in America survey, we report several findings. First, since the onset of the pandemic, Asians (Asian Americans in particular) have experienced higher levels of mental disorders than whites. Second, Asian Americans and Asian immigrants are about twice as likely as whites to report having encountered instances of COVID-19-related acute discrimination. Third, experiences of COVID-19-related discrimination increase mental disorders for all Americans. Finally, COVID-19-related discrimination partially explains the disproportionate mental health impact of the pandemic on Asians. In conclusion, we highlight the importance of tackling hate, violence, and discrimination so as to address the disproportionate mental health impacts of COVID-19 on minority populations.

Zhang, S. Cain, D; Liao, M. (2021)

Racial/Ethnic disparities in the decision points of mental health service use and psychotropic medication receipt among depressed youth.

Youth & society 53(4), 610-635. DOI: 10.1177/0044118X19871853.

Abstract: Depression has been increasing rapidly and is prevalent among youth. Inadequate mental health service utilization for youth and relevant racial/ethnic disparities are a growing concern. The current study used a nationally representative database to examine racial/ethnic disparities in youth depression prevalence, mental health services utilization, and psychotropic medication receipt. The sequential examination shows that depressed minority youth (22%-30%) were not only much less likely to use specialty mental health services than depressed Caucasian and multiracial youth (40%-43%, $p < .001$), they were also much less likely to receive psychotropic medications (22%-30%) than their Caucasian and multiracial counterparts (38%-44%, $p = .048$ to $< .001$) when using specialty mental health services. The findings reveal possibly two levels of racial/ethnic disparities at the decision points of accessing specialty mental health services and subsequent treatment methods choice. Implications for mental health policies and practices are also discussed.

PROOF

ADVERTISING: Mail your publicity with the next issue. For £80 you can reach 350 library and information workers in government departments, universities, social services departments, voluntary associations, research organisations, professional bodies etc.

BACK ISSUES still available (£14 each):

Cheques payable to ALISS (payment with order)

Editor: Heather Dawson, British Library of Political and Economic Science,
10 Portugal Street, London WC2A 2HD. Email: h.dawson@lse.ac.uk