

ALISS Quarterly

Association of Librarians and Information professionals in the Social Sciences

Inclusivity

Decolonising the Library at University of Essex;
Recording gender in sound recordings at the British Library;
Royal College of Nursing inclusive book club

Disability

Middlesex University lean management case study;
Disability - Higher Education, Libraries, Teaching and Learning,
Bibliography

New resources

Bristol University Press Digital

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Editor: Heather Dawson

h.dawson@lse.ac.uk

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Introducing our new platform: Bristol University Press Digital.

Bristol University Press.

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Editorial

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

This issue contains a number of themes.

Building on from our previous event on oral history; Steven Dryden, Holly Gilbert and Charlie Morgan go into greater detail about their valuable work at the British Library in reconsidering how gender should be recorded in catalogue records. They discuss their work in improving the insufficiency of existing guidelines which recorded only two genders, the problems relating to this and ways forward to provide a more inclusive approach. Sandy McMillen from the University of Essex discusses their work in creating a more inclusive library collection by decolonising reading lists and introducing library champions and Janan Nuri discusses the Royal College of Nursing Inclusion Café Book Club which aims to promote good well being and mental health.

Inclusivity is also the theme of the section on disability. Adam Edwards provides a case study from Middlesex University which employed lean management theory to streamline the assistance offered to print disabled students. This produced the outcome of a handy checklist for academic support librarians on the topics they should cover in introductory meetings with students.

The issue also contains a discussion of the advent calendar which we produced for women's history month. It provides a list of the key resources which we identified so you can explore them at your leisure! Aliss intends to hold a follow up event on researching women's history in the new hybrid world look out for free access to these from our website <https://alissnet.com/>

Keep up to date 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

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Women's History month advent calendar

During Women's history month March 2022 Aliss created an online advent calendar to create daily interest in digital resources relating to all aspects of women's history. Initially I intended to use twitter and post once a day but the downside of this is that I wanted viewers to be able to view all the resources together and this can be difficult even with twitter threads. In a snap decision I wondered if I could create a type of advent calendar which would open a window each day during the month.

I found a free website to create advent calendars and built a framework of windows.
<https://www.myadvent.net/en/>

my advent links to YouTube and to websites directly. You can easily upload and change backgrounds styles and fonts. It was quite difficult to choose what to include. I made the focus UK content. I wanted to highlight key UK collections with digital content covering a range of dates, formats and provide access to diverse voices. It took several hours to list and find appropriate content. I soon realised that while the site automatically provided a usable link to YouTube for other websites I needed to take a screenshot, capture it as a jpeg image then upload and create the link.

Throughout the month I used email and twitter for publicity, and it was gratifying to receive feedback that it was considered useful.

Here are the chosen resources.

Knit Back to the 1920s

Great webinar from @LSE Library archives. Find out about historic knitting patterns from the Knitting and Crochet Guild with Dr Ellie Reed. LSE Library YouTube channel has many more! <https://youtu.be/l0vIwomT4ik>

Postcards and the Fight for Women's Suffrage.

Great online exhibition from Glasgow Women's Library via Google arts and culture at: <https://artsandculture.google.com/story/nAUB88biKfBVKA>

Mapping suffrage project

<https://www.mappingwomenssuffrage.org.uk/>

Stunning academic project which records locations of individual suffrage campaigners and their suffragist and suffragette networks in 1911. View the webinar to find out more.

National Archives Vanishing for the vote webinar

Follow the link below to see the recording of suffragettes who evaded the census in 1911. The National Archives site also has many great blogs and teaching materials.
<https://media.nationalarchives.gov.uk/index.php/vanishing-vote-diverse-suffragettes-boycott-1911-census/>

Food manuscripts and recipe books from the British Library

Get handy guides and links to digitised copies from the 17th century onwards.
<https://www.bl.uk/collection-guides/food-history-archives-and-manuscripts#>

Bishopsgate Archives

has digitised copies of the Gay Liberation Front Come Together Magazine. A number feature the role of women in the organisation. No.8 was the special Lesbians Come Together Issue.

<https://www.bishopsgate.org.uk/collections/come-together-gay-liberation-front>
Interesting for use and changes in LGBT plus language from the 1970s.

Interwar Feminist Pamphlets from the LSE Library

<https://lse-atom.arkivum.net/uklse-dl1if01>

Over 1300 digitised pamphlets from the 1918-1940 period covering socio-economic issues and campaigns. They include materials from campaign groups, international organisations and more!

Sisterhood and After

<https://www.bl.uk/sisterhood/interviews>

Great website from the British Library which contains oral history interviews, articles, timelines and teaching resources from the Women's Liberation Movement in the 1970s and 80s.

Greenham Women Digital

<https://greenhamwomen.digital/> celebrates the 40th anniversary of the start of the Greenham Common Women's Peace Camp, a vital part of anti-nuclear British History by providing a 3D re-creation of the area including a map, oral history accounts and images. Go on a treasure hunt to explore the sights and experiences of the camp gates.

Bikes and Bloomers!

<http://bikesandbloomers.com/category/book-reviews/>

A great book on the history of cycling and women's wear from 1890 - 1920s. The fab website even has six sewing patterns. Find out about convertible skirts and other fashion innovations <http://bikesandbloomers.com/patterns/>

Black Women's Movement

Google Arts and culture exhibition from the Black Cultural Archives. Find out about the history of Black feminism in UK.

<https://artsandculture.google.com/story/hAUBVgWeiBZ-Ig?hl=en>

Fanny Wilkinson (1855–1951) was the first professional female landscape designer in Britain. This webinar is one of the many resources (articles, blogs and discussion) offered by historian and bookseller Elizabeth Crawford via her marvellous website **Woman and her Sphere** <https://womanandhersphere.com/>

Women's Library poster collection

<https://lse-atom.arkivum.net/uklse-dl1bp01>

LSE Library. Free access to over 170 posters covering women's campaigning in the 1970s-1980s. Includes Red Women's Workshop posters.

Womanopoly game

See how the cards are stacked against women in this board game. Black Cultural Archives exhibit on Google Arts and Culture.

<https://artsandculture.google.com/story/womanopoly-black-cultural-archives/OAUxXI933cCqFw?hl=en>

Black British Women Writer's website

<https://www.vub.be/TALK/BBWW/> Maintained by Dr Elisabeth Bekers (VUB)

Great starting point for finding out about influential figures. Each entry has an image, biography and list of key works by and about her. Covers historic and contemporary writers.

Women and the Vote: UK Parliament

Great collection of resources including timelines, images, photographs and articles on the history of women's suffrage in the UK.

<https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/>

Time and Tide Magazine.

Great project which celebrates and make more widely known the remarkable history of the influential feminist magazine Time and Tide. Founded in May 1920. Includes a souvenir issue of original articles.

<https://www.timeandtidemagazine.org/read-souvenir-edition>

First in the Fight Banner: Emmeline Pankhurst and the WSPU People's History Museum

Explore digitised banners and other working class, trade union and women's history objects from the collections. <https://phm.org.uk/collection-search>

<https://www.youtube.com/watch?v=AuGHPFIDWaw>

Women at Oxford 1878-1920: Digital Archive

<https://www.firstwomenatoxford.ox.ac.uk/collections>

Browse more than 7,000 admissions records, annual reports, calendars, photographs, scrapbooks, minutes and letters.

Woman Engineer Digital Archive 1919-1940

<https://www.theiet.org/membership/library-archives/the-iet-archives/online-exhibitions/women-and-engineering/the-woman-engineer-journal/>

The Woman Engineer is the journal of the Women's Engineering Society.

Suffrage Interviews

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

Listen to audio files of many interviews with key players in the fight for women's suffrage. The interviews were conducted by the historian Brian Harrison between 1974 and 1981.

First Hundred Years: Celebrating the history of Women in the Law profession

<https://first100years.org.uk/>

Listen to interviews, read timelines and learn on this great project website.

The Florence Nightingale Letters

<http://hgar-srv3.bu.edu/web/florence-nightingale>

Florence Nightingale Museum the Boston University Howard Gotlieb Archival Research Center, the Royal College of Nursing and the Wellcome Library. More than 2,000 letters.

21st Century feminist activism

<https://artsandculture.google.com/story/21st-century-feminist-activism-the-feminist-library/2wXBqFk2KjQoLA?hl=en-GB>

Great online exhibition from the Feminist Library <https://feministlibrary.co.uk/>

Women's Suffrage Movement in Scotland

Free access to resources and teaching guides from the National Library of Scotland <https://digital.nls.uk/suffragettes/>

The Nineteenth-Century Serials Edition (ncse) is a free, online edition of six nineteenth-century periodicals and newspapers. It includes *English Woman's Journal* (1858-1864) which was a major source of writings on feminism and women's role in society. <https://ncse.ac.uk/headnotes/ewj.html>

Sylvia Pankhurst Papers

<https://search.iisg.amsterdam/Record/ARCH01029>

IISG Amsterdam is the holder of the archives, manuscripts, photos and many images have now been digitised. Great for locating material on East London suffrage organising.

BFI Player Suffragettes on Film

<https://player.bfi.org.uk/free/collection/suffragettes-on-film>

Free access to these amazing early images

Europeana

<https://www.europeana.eu/en/womens-history>

Great collection of online resources and exhibitions from Europe's major national libraries. Covers all aspects of women's history.

Decolonising the Library at University of Essex: part I

Sandy Macmillen, Academic Liaison Librarian (Social Sciences)

Background

Despite having a diverse student population at Essex, efforts at Decolonisation were perhaps a little slow to get off the ground in comparison with some other institutions. They were initially led by a few academics with an interest in this area, particularly by Hannah Gibson and colleagues in the Dept. of Language and Linguistics (see <https://decolonisingessex.wixsite.com/>), along with some actively engaged students from a few departments who felt that the existing curriculum didn't really address the interests, concerns and makeup of the wider student body.

In recognition of the bottom-up pressure for change, Senate in November 2020 approved the suggestion from Education Committee that all departments have in place, by June 2021, an action plan to decolonise their curriculums (University of Essex Senate, 2020, p.14). The Library was supportive of work in this area, for example, the reading list team worked with academics to create a Talis list on Decolonising the Curriculum, similar in nature to those that have been created by other institutions.

Library

However, it was clear that more wide-ranging initiatives were needed to support the work of departments and the needs and interests of students. Over 20% of Essex students are from overseas (especially postgraduates), and some departments have high numbers of UK students from Black & Minority Ethnic (BME) communities, notably in the Social Sciences and Sciences (University of Essex, 2022). These students would regularly come to me and other subject colleagues looking for help in researching decolonial topics that related to their interests and experiences, so we were aware of some issues, especially the paucity of sources in many areas, due to the interplay of factors like the under-representation of Black academics and the perceived importance of focusing literature searches on high impact journals from the major Western publishing houses.

The Library did not have to start from zero, some resources were already in place. Essex has long had interests in Latin America, so collections were strong there, and in a few other areas, such as South Africa & Zimbabwe, Native American studies. The interests of large departments in the social sciences over many years resulted in good intersectional holdings on class, gender, race/ethnicity, and sexuality, albeit mostly from a Northern & Western hemispheric perspective. I have for many years purchased occasionally from suppliers like African Books Collective to support student & academic research. Nonetheless, the collections inevitably reflect a predominantly Western perspective, and recent analysis of country of publication indicates that 90% of our resources are from Europe & North America and only 1.1% from Asia, Africa & the Middle East combined, a shockingly low figure, even allowing for difficulties of acquiring in languages like Arabic & Chinese for non-specialist libraries like Essex. The collections also reflect the inherent biases of the librarians and academics that have largely assembled them, without involving

the full spectrum of our student body was in co-acquiring content (a fundamental tenet of Decolonisation).

Consequently, Decolonisation appeared as a priority initiative in the action plan of Library & Cultural Services in 2020/21, with an initial focus on supporting academics & departments as they grappled with decolonising reading lists and modules. Esther Wilkinson (Arts & Humanities Liaison Librarian) and myself were tasked with this responsibility, and sought a practical approach with an emphasis on diversifying the resources available and making academics and students aware of these resources.

Book Content

In terms of diversifying content, we encouraged students and academics to submit individual title suggestions through the Library's book suggestion form, for acquisition by the Content & Collections team. Some good content has been added in this way, but in rather a systematic and patchy way. For reasons that are well-known, only a small minority of staff and students use the book suggestion form. To assist in offering access to a wider range of book material library staff looked at ebook package options across subject areas, and eventually chose a list of around 12000 titles offered by major aggregator & supplier Proquest on Diversity, Equality & Inclusion (DEI). The acquisition model used for titles on the list was Demand Driven Acquisition (DDA or PDA).

This kind of approach is a quick, and fairly easy to administer, way of offering quite a lot of diverse content, and Proquest had tried to include smaller publishers in the list. For example, there was a good range of African publishers represented, many of whom would be familiar to those who use African Books Collective. Nonetheless, it is far from a solution for various reasons: it's unclear what the basis for including (or excluding) books is, and I certainly have come across many useful titles that were not on the list. It's a DEI list rather than Decolonisation, though many of the titles are relevant to Decolonisation. Using DDA is an expensive way of adding content; we spent £40k over 8 months and acquired almost 200 titles, at a cost of just over £200 per title. It's also likely the case that most of the profit goes to Proquest rather than the publishers themselves. Nonetheless, a modest number of useful titles have been added.

In addition to the Proquest DEI ebooks, the Library was able to purchase the Routledge ebook archive for Humanities & Social Sciences, consisting of around 6000 titles published between 1708-1980. Many of these titles were published in colonial times and heavily reflect colonial mindsets, but it was felt that they were an important resource for many scholars working on Decolonial topics that also demand an understanding or discussion of colonial issues.

Mention could also be made of JSTOR, who have recognised the importance of Decolonisation and made efforts to widen the range of publishers it works with. Essex is currently signed up to the JSTOR ebooks EBA which offers access to over 60 000 academic titles (currently up to and including 2019), mostly in the humanities and social sciences. A good number of smaller publishers are represented, notably from Africa and Latin America. It will be interesting to see the usage of these titles when access comes

to an end this summer. One option an EBA offers is using a degree of affirmative action, by selecting titles, authors and publishers so that diversity is fully recognised through the final choice of titles. Otherwise, the danger, where selection is purely on the most heavily used titles, is that the EBA works to the advantage of the existing majority rather than benefitting the marginalised minority.

Other Resources

Another strand of Decolonisation work has focused around recognising the importance of providing access to a broader range of materials than just academic books & journal articles (Crilly & Everitt, 2022). We have started looking at other resource formats:

News & Magazines – Essex has subscribed to PressReader, a sort of “online news stand” which offers some diversity of coverage both geographically and linguistically. Purchasing the Ebony Magazine Archive from Ebsco gave our students access to this influential Black publication from the US. From Proquest we acquired the archive of ten historical Black newspapers, which constitute valuable primary source material for almost any aspect of African American studies in the 20th century. Our online newspaper archives from Gale & Proquest are almost all from the UK and the US, so we are seeking to acquire content from other countries (though these digitised archives often cover mostly colonial publications and time periods).

Primary Source material – existing digitised archives available for purchase have focused very heavily on US & European archives, though can be useful especially for the colonial period (e.g. British Online Archives). One of the reasons we selected Archives of Sexuality & Gender from Gale is that it made an attempt to look further afield, particularly module IV (International Perspectives) which offers content from Southern Africa.

Film & Documentary – some academics have sought to decolonise modules by incorporating a greater proportion of audio-visual content, partly because there are various options in terms of open access. The Library has also sought to improve provision in this sphere by offering access to the Kanopy streaming service, and we are also considering the Alexander Street Press video DDA. Both of these have content that is relevant to Decolonisation, and Alexander Street Press in particular includes a number of smaller producers.

In other areas we are keen to look at widening our range of languages, and resources like the CNKI Chinese language ebook collection available through JISC Licence Subscription Manager might be a feasible way to do this for libraries like ours that lack specialist language librarians. It will be interesting to see if similar initiatives transpire involving other languages (e.g. Arabic).

Similarly, serious consideration is being given to broadening our range of data resources, and we are working closely with departments to identify specific resources that will support existing or planned programmes and will be actively used for teaching as well as research purposes.

There are many problematic issues around decolonising collections, only a few of which

can be mentioned in passing here. One is the increasing pressure to work more with larger publishers & aggregators, offering economies of scale & support services that appeal to hard-pressed colleagues in content acquisition teams. However, in practice Decolonisation often means small-scale, geographically remote, foreign language, and other time-intensive characteristics that are unattractive to library administrators and finance sections.

Another is the need to meet accessibility guidelines like WCAG 2.1. The work involved can make this difficult for smaller organisations that may not have the resources or expertise to make resources compliant, especially if they are based outside the UK and not subject to the same regulatory framework. At any rate, it has meant that we are currently unable to consider some resources that would have helped broaden our geographical or language coverage.

Promotion. Decolonising the Curriculum Libguide

Having a broader range of resources is only useful if people are aware of them, so an important element of our strategy is to communicate with students and academics to raise awareness of what is being acquired and how it can support Decolonisation. This happens through a number of channels, including emails, social media, meetings & informal conversations, and especially through incorporating resources into teaching and work with students. There is definitely more to be done here, but a good decision made early on was to create a Libguide for Decolonising the Curriculum, which sits alongside our other subject guides.

Initially the guide was intended to support academics looking for practical help in decolonising their modules & reading lists, though it is also increasingly a resource for students researching from a decolonial angle (though we have been less successful at getting students to contribute to it). The aim of the guide is to link to resources, some of which are listed on the guide itself, but others (especially subject specific ones) are linked to on the relevant subject guide, for example, the section on race & ethnicity on the Sociology guide, the Area Studies guide, or further afield on the Web. The guide has had a moderate amount of use (around 1300 views since the start of 2022) which is encouraging, and it is regularly updated with new resources.

Next Steps: the Student Champions Project

The Library has made a modest start on Decolonisation, and as we reflected it was apparent that a genuine interest and effort at Decolonising needed to involve students, especially from communities that felt under-represented and lacking voice. It was time for us librarians to give up some of our powers, privileges, assumptions & biases in deciding what content is acquired and really open up the process to students. Fortunately, we have been able to secure funding from the University's Education Strategic Fund in late 2021 for two Decolonising the Library Student Champions and the project got underway in February 2022. This will hopefully be the subject of a further article in a future issue of ALISS Quarterly!

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PROOF

Recording gender in sound recordings at the British Library

Steven Dryden, *Reference Specialist Sound and Vision*

Holly Gilbert, *Cataloguer Digital Multimedia Collections*

Charlie Morgan, *Oral History Archivist*

Introduction

In late 2018 staff in the British Library Sound Archive began discussing how gender was recorded for archived and catalogued sound recordings. The impetus for the discussion came from an increasing number of contemporary recordings, specifically oral histories, which feature speakers who identify outside of the gender binary. At the same time cataloguing guidelines in the Sound Archive only allowed speakers to be recorded as 'male' or 'female'. After an initial set of conversations it became clear the cataloguing guidelines needed to be changed and the authors of this article began a process of consultation. This culminated in a report and proposal that was accepted by the Sound Archive in August 2019, with the proviso that it be subject to regular review. The process of writing the report and proposal forms part of a much wider discussion in archival and library studies around gender and the archive, including asking archivists, cataloguers and curators to justify why gender should even be recorded in catalogue records.

Background

The Sound Archive sits within the Contemporary British department of the British Library, which aims to reflect contemporary British society and culture. Staff in the Sound Archive catalogue in the Sound and Moving Image Catalogue (sami.bl.uk) using SAMI-MARC. This is a form of MARC unique to the British Library and uses internal field number as well as pipe delimiters to indicate subfields. Gender can be recorded in two ways: through name authorities or through the contributor field. The former provides greater flexibility for recording gender but authority control of contributor names for sound recordings has to be prioritised and is generally reserved for well-known or repeat speakers. As a result, the contributor field is more commonly used by both cataloguers and researchers to navigate and research names within SAMI. The Sound Archive collects material ranging from commercial music to wildlife sounds, but the conversation around recording gender is most relevant to oral histories and language and dialect recordings. Not only are these contemporary recordings with third party generated metadata, but speakers are unlikely to appear in multiple recordings and so will rarely be authorised within the catalogue. With this in mind our discussions focussed on the contributor field and not on name authorities.

The problem was evident, as can be seen by the 2018 guidelines on the contributor field:

4. Sex of performer, or child performer

Qualify the terms 'speaker' and 'singer' with 'male', 'female' or 'child'. If there is no clear indication of the sex of an (adult) performer the qualification may be omitted.

Examples:

```
702| |Brain, Hilary|c(speaker, male)
702| |Björk,|b1968-|c(singer female)
702| |Lewis, Jenny|c(speaker, child)
```


The above guidelines only provided the option of recording sex, but not gender, as either 'male' or 'female' and this proved insufficient in a period described as the 'trans tipping point'¹. When cataloguing a sound recording where the speaker was neither male nor female, cataloguers either had to impose a gender that a contributor did not identify with or enter a free text term that broke with Sound Archive guidelines and, because it was not within a controlled vocabulary, offered limited discoverability for researchers. A third option was to not record gender in the contributor field at all but there was no way for the cataloguer to indicate whether this had been done because the gender of the contributor was unknown or withheld, or because their gender was outside of the Sound Archive cataloguing guidelines.

The option of not recording gender presented additional questions: how could instances where the speaker's gender is unspecified or unspoken be recorded? What about a situation where an interviewee explicitly asks for their gender to not be specified in the catalogue? For the latter there was no formalised way to do this and in the case of the former staff might rely upon 'safe assumption' of a participant's gender. Such an approach runs contrary to ideas of self-identification and will become more pertinent as technological advances that can 'assume' a gender based upon the pitch or tone of a voice become more common. Furthermore, trained Automated Speech Recognition models, used by speech-to-text processing systems, can assume gender based on a 'name' data set. In this context part of the impetus for re-thinking our approach to recording gender came from a desire to have guidelines in place before technological changes force them upon us.

Gender and vocabulary

Our understanding of gender identity and expression has expanded exponentially within the last decade. Few subjects can claim such vitriolic argument and division within groups engaging in the subject matter. Indeed, a greater acknowledgement of gender variance in the 21st century has unsettled many. While many lexicons of language of gender and sexuality have been produced over the last two decades, the majority relate to language used historically in archival documents. Instead, our work focussed on contemporary collections where metadata is co-produced and where the archive is likely to have an ongoing relationship with both interviewers and interviewees.

In engaging with this work we are aware that the language of gender is evolving and is unlikely to remain static, something traditional schools of library and information science – with name and authority files – find challenging. Billey, Drabinski and Roberto in their critique of RDA 9.7 have argued for a shift away from recording gender entirely, while at the same recognising what might be lost in terms of retrieval.² For reasons of retrieval and discoverability we took the position that, if the cataloguing guidelines could be changed, we would continue to record gender. Developing an authority vocabulary that reflects the current language of gender variance in the UK is difficult, but at the same time

¹ The phrase 'trans tipping point' was originally used by Time Magazine in 2014 <https://time.com/magazine/us/135460/june-9th-2014-vol-183-no-22-u-s/>

² Amber Billey, Emily Drabinski and K. R. Roberto, 'What's Gender Got to Do with It? A Critique of RDA 9.7', *Cataloguing & Classification Quarterly*, vol. 52, issue 4, 2014, pp. 412-421.

key to unlocking the research potential of our collections. This is especially true for oral testimony which has the capacity to record histories the printed word cannot.

Proposal

In proposing new guidelines we thought it was important to continue using a controlled vocabulary within the contributor field. This would not only help with researcher discoverability, but would enable future global edits on the field. Therefore to enable self-identification we proposed using the performance note field alongside the contributor field; conforming to the advice in the Sound and Moving Image Catalogue Manual that the performance note field can be used to qualify the contributor field. We proposed recording gender instead of sex in the contributor field and expanding the number of approved terms by using an umbrella term to represent gender identities that are neither male nor female. We also proposed using an additional umbrella term to indicate if the speakers' gender is unknown or withheld. The performance note field, which has always been a free text field, can then be used to explain the umbrella terms in whatever language the contributor chooses to use. Similarly the performance note field can be used to explain any changes that have been made to the contributor field at the request of the contributor. Multiple performance note fields can be used as required.

In choosing an umbrella term for the contributor field we recognised that no one term can encompass the multiplicity of gender identities, yet on the basis of initial community consultation we proposed using 'non-binary' to indicate gender identities that are neither male nor female. Furthermore, we proposed using the term 'gender unspecified' to represent gender identities that are unknown, withheld or unspecified, while still maintaining the option to simply list 'speaker' with no qualifying term.

In August 2019, and following consultation with external library and archive specialists, including those working specifically with transgender and queer collections, the proposal was presented to the SAMI Forum (a regular meeting of cataloguing and curatorial staff) where it was approved and the cataloguing guidelines changed to the following:

Gender of performer

The term 'speaker' or 'singer' can be qualified with 'male', 'female', 'non-binary'. If there is no clear indication of the gender of a performer the qualification can be omitted or qualified with 'gender unspecified'. The term 'non-binary' can be used to encompass all gender identities that are neither male nor female and can be explained in the speakers own language using a Performance note.

Examples:

702 | Brian, Hilary | c(speaker, male)

702 | Bjork, | b1966- | c(singer, female)

702 | Dahms, Jordan, | b1990- | c(speaker)

702 | Peters, Skye, | b1982- | c(speaker, non-binary)

508 | Self-defined gender: genderqueer

The new guidelines rely upon regular review of the Sound and Moving Image Catalogue Manual in order to ensure they remain consistent with changing language. In this sense the use of the umbrella term 'non-binary' in the contributor field means that it can be easily changed at a catalogue level if an alternative term becomes more suitable.

Conclusion

The above proposal is just one example of how an archive might think of balancing self-identification with discoverability. However, we recognise that this took place within a unique cataloguing structure where users have greater freedom to propose a change and have it adopted quickly. The proposal also only applies to a sound archive with a focus on contemporary collecting. We plan to write a longer version of this paper in which we will explore the specificities of cataloguing sound archives and how some of these approaches might be applied to printed collections or legacy holdings. At that point we also hope to have had more examples of the guidelines in use. This will be the true test.

PROOF

The Inclusion Café Book Club: Promoting Diversity and Equality Whilst Encouraging Wellbeing and Connection

*Janan Nuri (she/her), Customer Services Information Specialist,
RCN Library and Archive Service*

At the Royal College of Nursing Library and Archive, we strive to host events that explore all things nursing, past and present. As the world's largest nursing specific trade union and professional body for nursing, and with Europe's largest nursing specific library, all our members are part of the nursing profession; from healthcare assistants, to registered nurses, midwives, to healthcare support workers. In 2018 we started a collecting project to try and diversify our collections to reflect the diversity in nursing, but we wanted to do more.

When lockdown measures were introduced in 2020, we had to rethink the way that we held our events for members and for the public. We switched to online events and started organising more sessions that focused on wellbeing for members to try and support them through the pandemic. Needless to say, the past two years in particular have been incredibly challenging for the nursing community, so we wanted to host more events with a focus on wellbeing and connecting members with each other.

Despite having close to half a million RCN members spread out across the country, many of our events in the past had been held in London at the RCN's headquarters in Cavendish Square. But the challenge of geographical space faded away in the pandemic. We were able to reach more members than ever before by hosting our events online instead, using Zoom. A key factor we discovered during our events was that members enjoyed the chance to engage with each other, and so we decided to combine that with our goal of promoting diversity and inclusion. This is when our Inclusion Café Book Club was born.

The Inclusion Café Book Club meets every other month, and each time we have a different theme that focuses on diversity in nursing and healthcare. We choose a chapter from a book in our collection, or in some cases where there's a gap in our collection, we have purchased eBooks ready for the events (another way to diversify our collection). At each Inclusion Café Book Club we invite different guest speakers that can talk from experience on each topic. Attendees are reassured that they don't need to have read the chapter to attend; interviewing the guest speakers helps set the scene and cover the theme and topic for that event without having to do the reading. Guest speakers in the past have ranged from nursing leaders like Dame Elizabeth Anionwu to one of the first openly trans nurses in the UK. Our speakers are interviewed during the event, then members get the chance to chat about the topic and book chapter with each other in breakout rooms, before returning to the main session to share their thoughts.

These events in the past have explored mental health, trans healthcare, Deaf nurses and healthcare, activism in nursing, as well as a special event for Windrush Day which celebrated the stories of nurses who came to the UK to work from overseas. This last event took the form of a 'Living Library' and allowed members to hear from the authors themselves about their story and history as a black nurse in the UK.

As a librarian at the RCN, and as Chair of the RCN's LGBTQ+ Staff Network, having that opportunity to encourage learning, and providing an open forum for our members is a real treat, and a piece of work I am proud to say I help support. Nurses and those on the frontline of the health service help treat a diverse range of patients, so it's important for them to have an understanding of diversity, as well as equality issues, to ensure that they're able to provide the best care that they can.

These online events create a safe space where the audience and members are able to learn more about different intersecting identities and communities, ask questions in an open forum, and learn how to support each other as well as patients from these different communities.

Take a look at recordings from our previous events on this page [<https://www.rcn.org.uk/library/Exhibitions-and-Events/Previous-events>].

For more information you can contact us: rcn.library@rcn.org.uk

PROOF

Can lean management improve support for print disabled students? A Middlesex University case study

J. Adam Edwards, Library Liaison Manager, Middlesex University

Introduction

In 2021 I undertook the Middlesex University Continuous Improvement Practitioner Programme (CIPP) to gain a qualification in Lean Management. All participants had to undertake a project to review a service in their area and I chose to focus on the Library's support for disabled students. My project looked at how we might improve support for our print disabled students and, in particular, improving take up of the 121 support offered by our Liaison Librarians. This short case study explains the basics of Lean and will then look at my project in detail: How it was done, the discoveries made along the way, the spin off project on screen reader testing and reflections on where we are now.

What is Lean?

Lean management is about reviewing products and services through the eyes of the customer to determine the value provided to those customers. A key practice is to map the process stream to understand how the value flows through the system and, importantly, where it gets stuck. Removing the bottlenecks in the flow leads to more efficiency and reduces waste. But we can then go beyond that to establish pull where customer demand ensures exactly the right product is available exactly when needed. The ultimate goal is to seek perfection, which is of course never possible, but the pursuit of that goal is what drives the search for continuous improvement. The classic application of lean is in car manufacturing, particularly companies like Toyota. The classic text, for anyone keen to read more is Womack and Jones (2003).

At Middlesex University we run a course accredited by the Lean Competency System developed by Cardiff University (2022). The training is run by our Business Enhancement Team who also work with Faculties and Services to develop service improvements. The standout example at Middlesex University is the evolution of our separate Faculty and Service front line help desks in to the single UniHelp service based in Sheppard Library and managed by Library and Student Support, see their LibGuide for how this works (Middlesex University 2022).

Who are our print disabled students?

One of my roles as one of three Library Liaison Managers is to manage Library Liaison support for disabled students with most work focussed on one to one support for a small group of students most of whom are print disabled. We use this term to mean a disability which impairs or prevents the use of print library resources. This could be a visual impairment or a physical disability which means books cannot be held. We do also have a student with photosensitive epilepsy who is unable to use any e-resources because of computer screen flicker. In the 2021-2022 academic year we have 29 students who are on our list and all have been referred to us by our Disability and Dyslexia Service (DDS) having been assessed as needing extra support. Library information pages direct students

to DDS not least because correct assessment is the trigger for resources the student will need (Middlesex University 2022a). Behind all this work is of course our legal obligation to anticipate the needs of such students. For example, in June we check to see the modules the students on our list will be taking in the following academic year and prioritise checking those reading lists for e-books and e-journals to ensure we maximise accessible texts. All our print disabled students who need e-books are made members of the RNIB Bookshare scheme to maximise their access to accessible books.

The Library Spaces Team, who manage the stock and circulation add to this by acting as buddies to students who may find using the library challenging due to a disability or a mental health condition such as autism. We also have a large number of dyslexic students (approximately 800) but most of these students are enabled to use the library through the read aloud and other features in e-books and the provision on all computers of software such as Read and Write Gold. Only students with the most challenging dyslexia are referred to the librarians for additional support.

What is the problem and what was my goal?

A key early task in the CIPP journey was to develop a problem statement and a goal. The problem statement is a pithy distillation of the issue under investigation. In this case the problem being that despite emailing the students referred to us, many of them never take up the offer we make of additional library support.

Looking at the data we had for 2020-2021, roughly a third of the students had a 121 meeting with their Liaison Librarian, a third had some other contact with their Librarian and a third had no contact at all. How could we improve on this given that we know from the Huddersfield University (2012) studies that students who engage more with the library and its resources will tend to do better.

As a result my goals were:

- 90% of print disabled students will have a 121 with their librarian within 1 month of referral by the Disability and Dyslexia Service by the end of November 2021.
- Thereafter will, as a minimum, have an annual 121 with their Liaison Librarian.

I then set out to look at what we currently did and to use lean methodology to redevelop our processes to try to achieve this.

Data

When dealing with such a small group of students data is understandably hard to come by and has to be looked at carefully as small numbers can give misleading percentages. For example students who had a 121 with their Librarian scored higher on the University Tableau data for library engagement whereas those who did not have any contact with their Librarian scored worse. However, this is data about just 14 students, so one student could make a major difference either way, and within this data there was for example one student who had Librarian contact but did not score well on library engagement. At best it suggested there was a correlation between Librarian support and greater use.

Hearing from the different voices

Voice of the customer

I ran a questionnaire survey which was sent to all 23 students on our spreadsheet and received 10 responses. Again being very careful about the data, this showed the students who had 121s with their Librarian were positive or very positive about the RNIB Bookshare library they have access to, and our Kortext scheme (where students get one free personal e-textbook per module per year). Students who did not contact their Librarian gave lower ratings and two did not know about RNIB at all.

What was encouraging was a free text comment from one of the respondents about their 121 with their Librarian:

“The support and advice given during that meeting was excellent, I learned so much and everything I was told has helped me to progress in my studies especially for my essays! All my questions were answered.”

Voice of the employee

In order to gain the views from the Librarians supporting the print disabled students I did a current process mapping exercise using Mural, the online infinite whiteboard system, as Covid restrictions meant this could not be done in person. What this looks like can be seen in the picture below:

- The orange post its show the “swim lanes” where different people or teams are responsible for stages in the process.
- Yellow is an activity with the yellow diamonds representing decision points.
- Pink are activities that then needed investigation.
- Purple are comments from my coach.

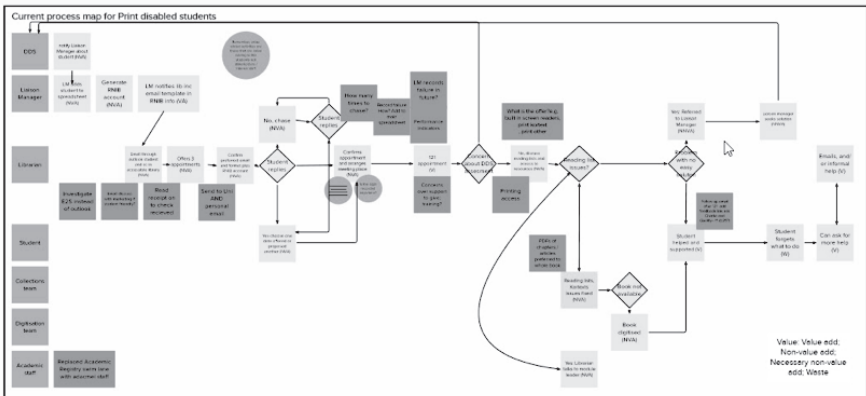


Figure 1: Current state mapping

Two useful things came out of this exercise:

- The Librarians were not clear what to do in the actual one to one with the student. This led to the creation of a checklist for the team to use and also to act as a reminder for the student to take away with them. A copy of the check list is attached as Appendix 1 to this paper.
- A wasteful activity was the time spent asking Registry to let us know the modules students were taking in the following year. I found out it was possible to have access to the university MISIS (the student registry system) system to do this checking myself, saving time.

The mapping also highlighted persistent concerns about how we might communicate more effectively with our students to promote awareness of our offer.

A task for the future will be to redo the process map looking at where we are now and what further changes we should make in future.

Root cause analysis

One concern throughout the project was the lack of response to our emails inviting the student to meet their Librarian. In order to analyse the possible reasons why, we did a root cause analysis to explore this. Our conclusion was there were most likely to be three key reasons for our communication problems:

- Students not being able to access University email, not least because we knew students using screen readers would have been finding access via our myUniHub portal very challenging. One discovery in early 2021 outside the project was that the menus in myUniHub (Getting started, My Middlesex, My Study, My Admin and Finances, My Graduation) came up in JAWS as Menu; Menu; Menu; Menu; Menu. How on earth was any screen reader user then able to find out where their email is? Rest assured it's now been fixed.
- Emails not student friendly: The emails from each Librarian were just a normal email, so not standing out from any others as useful or important. The way they were written was probably not student friendly. This could be fixed with help from Marketing.
- Failure to reply not actually being chased by Librarians: If a student didn't respond, most librarians did not actually chase the student. This could be fixed with better monitoring and different management.

Solutions and their implementation

From this analysis I developed a set of solutions for implementation:

Library Liaison manager takes over communications and checking attendance

Rather than each Librarian sending out their own emails, Marketing designed for me a student friendly brightly coloured email template. I then sent the emails out using mail merge copying in the librarians. Our spreadsheet listing the students was then enlarged to enable me to add dates when messages were sent and record when the 121s were

held, using the dates from the checklists sent to our Accessible Library email address. We use this account to bcc any emails to students as a record of the help and support given. The Excel spreadsheet has been programmed with colours to enable at a glance checking to see where progress is and is not being made. Our original plan had been to do three chasing emails and then call the student, but in discussion with DDS it was felt that phoning was too intrusive and this was dropped.

Emails were sent out in September and reminders sent to all students including 4 who are currently deferred so not studying. Since the emails and reminders, 8 121s have happened, 32% of the 24 active students in our set. This, sadly, is not yet an improvement on where we were before the project. There is clearly more work to be done to find out why so many students do not engage with what is being offered.

The check list

This was the quick win of the project, improving our Librarians' confidence about what to cover in the 121 meetings. A prototype was created and then tested by Librarians with changes made in the light of early use from June 2021. The checklist is a Word document and one of our screen reader users verified it is readable using JAWS. In order to get more feedback, a Qualtrics questionnaire link was added to the form but sadly none of the students has done one of the surveys as yet. However, the Librarians find this very useful when meeting the students, so for those students who do ask for a 121 meeting, they are getting better advice and information.

Liaison manager access to MISIS to check for module progression

This was a simple matter of gaining access to the student record system to be able to check modules and to then use that information to inform Collection team priorities for reading list checking. This was first done in June 2021. The new process saves time, so Collections are able to get working on reading list checking much sooner. Our policy is to assume all students will progress as buying an e-book makes for good provision for all students so it not a wasted spend.

As many of our print disabled students were granted deferrals for certain course work, the MISIS system enables me to check progress, especially in the case where students are interrupting study for a whole year, ensuring we did not email them when they were not studying.

Screen reader testing – a spin off project

Part of the CIPP qualification process is a presentation on the project, in front of managers from your work area. In my case our Director Matthew Lawson was present. During my talk I mentioned examples of resources where screen reader users cannot access the resources at all, for example our finding that PrimoVE (the Discovery front end for ExLibris Alma that we call Library Search) was unable to take a keyboard command to open up the available online links, meaning visually impaired students could not access e-books or e-journals. It took a meeting between myself, our visually impaired student and a senior designer at ExLibris before they appreciated this was a major issue, which goes to show that hiring consultants to check system accessibility can mean things are missed. The good news is that as of February 2022, this is now fixed.

Matthew Lawson was rightly shocked by this and tasked me with setting up a screen reader testing group to as he put it “break” our resources, so we can find out where the problems are and get them fixed. That project has been evolving over the past few months and we are, at the time of writing, about to interview screen reader using students for the posts. Our Students Union are very pleased to see us proactively employing the screen reading student to improve things for others. I will doubtless be writing about this in a future newsletter.

Where are we one year on? Reflections on the project so far

The Lean approach I have learned gives me a toolset to look at processes and improve them and this project has been a good demonstration of that. There is still work to do on communications to students and improving the 121 hit rate, but doing the review of process has, through the checklist, led to better support by the Librarians and the screen reader testing project will ensure students at Middlesex and worldwide benefit as we chase down barriers to systems and improve them.

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Appendix 1: Print disabled student 121 checklist

To be completed by the Librarian using Word and shared with the student.

Name of Student:	
Preferred email address(es):	
Programme; Year of study:	
Librarian name:	
Librarian email:	
Date of 121 meeting(s):	
Please check the following with the student to ensure they are aware of all the services available to them.	Date
Mdx App: The student has the MDX App on their phone to access information and emails https://unihub.mdx.ac.uk/student-life/mdx-apps	
If personal email contact is preferred, make sure student knows they can forward university emails to this address. Raise a ticket for IT to help with this, if required.	
LibGuide for their subject: [Type in the URL here]	
Reading lists: Check with student that their reading lists contain accessible versions of the materials they need to read. Contact module leader if anything is missing (e.g. student is doing a project and there is nothing in the reading list). https://www.lr-access.mdx.ac.uk/athens/sso?destination=http%3A%2F%2Freadinglists.mdx.ac.uk%2Findex.html	

<p>Library Search: https://mdx.primo.exlibrisgroup.com/discovery/search?vid=44MUN_INST:hendon (Note: Fault with Library Search preventing screen readers clicking Available Online. Please help with downloading chapters and articles until this is fixed.) Libguide: https://libguides.mdx.ac.uk/librarysearch</p>	
<p>Kortexts and ebooks: How to access, download and screen read Kortexts https://unihub.mdx.ac.uk/study/etextbooks How to download and/or (screen) read a pdf chapter from a ProQuest Central E-book and any other e-book access issues they may have. Helpful information is here: https://libguides.mdx.ac.uk/disabilityhealth/adobeaccessibility</p>	
<p>How to download and/or (screen) read a pdf article from a journal database and any other journal access issues they may have. Helpful information is here: https://libguides.mdx.ac.uk/disabilityhealth/adobeaccessibility Sensus Access: Converts documents to audio files and creates clean PDFs: https://unihub.mdx.ac.uk/study/library/help-and-support/library-support-for-disabled-students/accessible-copies/sensusaccess Ebook screen reading: See Support for students with a disability or a health condition Library Guide for extra advice for PDFs, Proquest, VLE and Kortext ebooks: https://libguides.mdx.ac.uk/disabilityhealth</p>	
<p>RNIB Bookshare – more ebooks: RNIB Bookshare account and how to access it: https://www.mibbookshare.org/cms/ Student username is M00 number. Password is in the email sent to invite the student to the 121 meeting with the Librarian. RNIB access is only open to students who are unable to effectively read.</p>	
<p>Library Support for disabled students web pages: https://unihub.mdx.ac.uk/study/library/help-and-support/library-support-for-disabled-students In particular see the accessible texts pages: https://unihub.mdx.ac.uk/study/library/help-and-support/library-support-for-disabled-students/accessible-copies</p>	
<p>Library buddies If using books in Sheppard Library, check they know who their library buddy is in the Library Spaces team, see: https://unihub.mdx.ac.uk/study/library/help-and-support/library-support-for-disabled-students/practical-support/library-buddy-scheme Name of library buddy: Buddies can assist with free printing and enlarging to A3 on any machine. https://unihub.mdx.ac.uk/study/it/printing-and-photocopying Any other issues type notes here:</p>	

Please ask the student to give anonymous feedback on the 121 via this link:

https://mdxl.eu.qualtrics.com/jfe/form/SV_bDbSilyLxii0V7M

When completed, email student with a copy of this form, cc Accessible Library libaccess@mdx.ac.uk

Disability, Higher Education, Teaching and Learning Bibliography January- March 2022

Heather Dawson

Teaching and Learning

Corcoran, T; Whitburn, B.; Knight, E. (2022)

Inherent requirements in higher education: locating you in us.

Perspectives: Policy & practice in higher education, 26 (2), 69-75.

DOI: 10.1080/13603108.2021.1986166

Abstract: Enrolments of students with disabilities in higher education have increased steadily over recent decades. Yet, conjecture about the application of inherent requirements, which can prevent students in some circumstances from entering professions of their choosing, endure. This paper offers those connected to higher education three points to enhance their thinking about inherent requirements. These involve (i) foregrounding ethics in matters of integrity; (ii) orienting differently to disability, and (iii) questioning qualification to employment guarantees. Recommendations for practice are then made. The paper concludes that inclusive education can no longer be measured on enrolment quantifiers alone – how higher education providers create opportunity for all learners to study and transition to employment must surely follow. Rather than perpetuating homogeneity upon the world of education and work, higher education can utilise inherent requirements to increase social justice and equity.

Disabled Students Commission (2021)

Exploring the impact of Covid-19 on disabled students' experiences: in-depth qualitative report

<https://www.advance-he.ac.uk/knowledge-hub/exploring-impact-covid-19-disabled-students-experiences-depth-qualitative-report>

Abstract: From May and June 2021, the Disabled Students' Commission commissioned a survey, ran by Advance HE, to understand the ongoing impact of Covid-19 on disabled students' experiences across the higher education lifecycle. At the end of the survey, respondents were asked whether they were interested in participating in follow-up discussion groups. This publication details the in-depth findings from those discussions which highlights the barriers faced by disabled student during this time, as well as their expectations and recommendations for the year ahead.

Focus on individual student needs to help students transition to college.

Disability compliance for higher education. 27 (9) 7-7. DOI: 10.1002/dhe.31259.

Abstract: Proactive communication and one-on-one support are keys to helping students with disabilities at Germanna Community College succeed. That starts with providing transitioning services, said Win Stevens, Coordinator of the Office of Accessibility Resources. [ABSTRACT FROM AUTHOR]

Gelbar N; Madaus, J. (2021)

Factors related to extended time use by college students with disabilities.

Remedial & special education. 42(6), 374-383. DOI: 10.1177/0741932520972787.

Abstract: Extended time to complete course examinations is the most commonly provided accommodation to students with disabilities in postsecondary institutions. However, there is a paucity of studies that examine the use and influence of extended time in true testing situations. The present study examined test accommodation used by 596 students with disabilities at a large research university. These students completed a total of 3,726 exams in 1,517 unique courses. Results indicated that extended time was used in approximately half of the tests, and of these, a nearly there was an even split between the use of less than and more than 50% additional time. In a statistical model predicting whether a participant used extended time at least once in a course, having a learning disability, having attention-deficit/hyperactivity disorder (ADHD), and taking a science, technology, engineering, and mathematics (STEM) course were statistically significant predictors of whether a participant used extended time in a course. Implications and areas for future research are presented. [ABSTRACT FROM AUTHOR]

Gin,L.; Guerrero,F.; Brownell, S. (2021)

COVID-19 and undergraduates with disabilities: Challenges resulting from the rapid transition to online course delivery for students with disabilities in undergraduate STEM at large-enrollment institutions

Life sciences education. 20(3)

Abstract: The COVID-19 pandemic caused nearly all colleges and universities to transition in-person courses to an online format. In this study, we explored how the rapid transition to online instruction during the COVID-19 pandemic affected students with disabilities. We interviewed 66 science, technology, engineering, and math (STEM) undergraduates with disabilities at seven large-enrollment institutions during Spring 2020. We probed to what extent students were able to access their existing accommodations, to what extent the online environment required novel accommodations, and what factors prevented students from being properly accommodated in STEM courses. Using inductive coding, we identified that students were unable to access previously established accommodations, such as reduced-distraction testing and note-takers. We also found that the online learning environment presented novel challenges for students with disabilities that may have been lessened with the implementation of accommodations. Finally, we found that instructors making decisions about what accommodations were appropriate for students and disability resource centers neglecting to contact students after the transition to online instruction prevented students from receiving the accommodations that they required in STEM courses during the COVID-19 pandemic. This study illuminates current gaps in the support of students with disabilities and pinpoints ways to make online STEM learning environments more inclusive for students with disabilities.

Graduate and professional students face obstacles, financial hardships during COVID-19 pandemic. (2022)

Disability compliance for higher education. 27(9), 9-9. DOI: 10.1002/dhe.31261.

Abstract: Graduate and professional students with disabilities have faced significantly

more obstacles to graduation and more financial hardships during the COVID-19 pandemic than their nondisabled peers, according to two research briefs prepared by the National Center for College Students with Disabilities. [ABSTRACT FROM AUTHOR]

Hanes, J.; Clarke, Q.; Christi, A.; Wasserman, J.

A student-led events accessibility policy spreads across Canada.

Disability compliance for higher education. 27(8), 1-12. DOI: 10.1002/dhe.31237.

Abstract: Student-led events are an important aspect of the medical school experience. We share our experiences as Canadian disabled medical learners developing and implementing successful local events accessibility policies. We map our collective efforts to disseminate the concept across the nation. Our experiences exemplify the power of student organizing and the deep relational work required to achieve this essential access. [ABSTRACT FROM AUTHOR]

Khouri, M.; Lipka, O.; Shecter-Lerner, M. (2022)

University faculty perceptions about accommodations for students with learning disabilities

International journal of inclusive education, 26(4), 365-377.

DOI: 10.1080/13603116.2019.1658812

Abstract: Researchers have identified accommodations as important determinants of academic performance among students with learning disabilities (LD) in post-secondary education. The purpose of the current study was to examine the willingness of university faculty members in one northern university in Israel to provide accommodations for students with LD, using quantitative and qualitative measures. The 56 faculty members who participated in the study generally had positive attitudes towards accommodations for students with LD. Differences in willingness to provide technological accommodations were found between the Arabic- and Hebrew-speaking faculty members. When asked how they could support students with LD, faculty members mentioned outside sources of support, such as accommodations and referral to other assistance providers, but also saw themselves as agents of support through personal assistance and modified teaching methods. Interestingly, faculty members did not refer solely to academic support, but also to emotional support and empathy. Practical and theoretical implications are discussed. [ABSTRACT FROM AUTHOR]

Latif, M (2022).

Coping with COVID-19-related online English teaching challenges: teacher educators' suggestions.

ELT Journal: English language teaching journal. 76 (1) 20-33.

DOI: 10.1093/elt/ccab074.

Abstract: Although a number of studies have surveyed the challenges of remote English instruction imposed by COVID-19, a main research gap yet to be addressed is examining the relevant pedagogic experiences and suggestions given in language teacher educators' blogs. Through analysing fifty-one blogs posted by teacher educators on four well-known language education websites, this study attempted to identify their perceived COVID-19-related online English language instruction challenges and suggested coping strategies.

Analysing the blogs revealed nine main perceived online English teaching challenges associated with the teacher, learner, and online instruction implementation. To overcome these challenges, the teacher educators suggested seventeen main coping strategies pertinent to planning for online teaching, managing online classrooms, supporting students' mental health, enhancing students' ability to use/access technology, fostering active language learning engagement and motivation, and promoting teacher professional practices and wellbeing. [ABSTRACT FROM AUTHOR]

Marquis, E; de Bie, A; Cook-Sather, A. (2021)

“I saw a change”: Enhancing classroom equity through student-faculty pedagogical partnership

Canadian journal for the scholarship of teaching and learning, 12(1)

Abstract: Persistent inequities in access to and experiences of learning in postsecondary education have been well documented. In line with efforts to redress these inequities and develop more just institutions, this study explores the potential for pedagogical partnerships in which students and faculty collaborate on teaching and learning initiatives to contribute to classroom equity. We investigate this issue by drawing on qualitative interviews with students who have participated in extracurricular pedagogical partnership programs in institutions in Canada and the United States, and who identify as members of marginalized groups (e.g., racialized students, 2SLGBTQ+ students, students from religious minorities, disabled students). While much existing research on equity and student-faculty partnership primarily focuses on the outcomes of partnership for participating students, we instead investigate students' perceptions of the extent to which their partnership efforts contributed to wider impacts--such as developments in faculty thinking and teaching practice and student experiences in the classroom. We also consider challenges students noted connected to power imbalances and faculty resistance, which influence partnership's capacity to contribute to equity and raise important considerations for those interested in partnership practice.

McKinney, E ; Swartz, L. (2022)

Integration into higher education: experiences of disabled students in South Africa.

Studies in higher education. 47 (2), 367-377. DOI: 10.1080/03075079.2020.1750581.

Abstract: In line with global non-discrimination legislative changes and inclusive education policies, the number of disabled students in higher education institutions are increasing. Previously, disabled students were excluded from higher education. Currently, however, higher education institutions are expected to have disability statements and policies, and provide support for disabled students. In spite of this upward trend, disabled students remain seriously underrepresented within higher education, and experience barriers at a range of levels. This article examines the experiences of disabled participants entering into higher education in South Africa. The findings of this qualitative exploratory study highlight the influences of onset of disability (acquired verses congenital) on their integration experiences. It specifically examines participants' experiences accepting newly acquired disabilities and the impact of this on completion of study, experiences relating to disclosure of disability, and opportunities to select and enrol for desired subjects and

courses at higher education institutions. [ABSTRACT FROM AUTHOR]

Reason, M; Ward, C. (2022)

Improving, achieving, excelling: developing inclusive assessment processes for a degree-level learning disability arts programme.

Research in drama education, 27(1), 137-146, DOI: 10.1080/13569783.2021.1997581

Abstract: In 2021, York St John University and Mind the Gap collaborated to validate a Certificate in Higher Education (Cert HE) in the Performing Arts for learning disabled and autistic adults. This article presents context surrounding inclusive education, identifying the histories of ableism within assessment processes. We then discuss how we worked in consultation with learning disabled students to develop assessment criteria and processes that used language from the students as core definitions. We argue that through establishing inclusive arts education, recognised at degree-level, we can begin the process of enabling greater representation of learning disabled practitioners in the arts. [ABSTRACT FROM AUTHOR]

Nolan, S. (2022).

The compounded burden of being a black and disabled student during the age of COVID-19.

Disability & society. 37 (1), 148-153 DOI: 10.1080/09687599.2021.1916889.

Abstract: In this piece, I share my thoughts about how the field of public health can better understand the impact of intersectionality in disability, higher education and health care. Intersectionality can create a compounded burden that is only exacerbated in the midst of this pandemic. I begin by describing how my life changed at the onset of the pandemic in terms of my daily life, including the impact of shifting to online classes and rising racial tensions within our country. Next, I offer advice to those who are newly diagnosed with long term disabilities in self-acceptance and grieving. To conclude, I call for a shift in public health with holistic approaches and reducing the achievement gap while enhancing support provided by university offices for Disabled students. Being disabled is a part of who I am, not just a list of conditions on my medical chart.

Research shows impact of COVID-19 on students with disabilities, other groups.

Disability compliance for higher education. 27 (6), 9-9. DOI: 10.1002/dhe.31205.

Abstract: "This Report bears witness to the many ways that COVID-19, with all of its tragic impacts on individuals, families, and communities, appears to be deepening divides in educational opportunity across our nation's classrooms and campuses," states the opening message from Acting Assistant Secretary of Education Suzanne B. Goldberg in Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students. [ABSTRACT FROM AUTHOR]

Taylor, Z. W.; Burnett, Christopher A.(2021)

Hispanic-serving institutions and web accessibility: digital equity for Hispanic students with disabilities in the 21st Century

Journal of Hispanic higher education, 20 (4), 402-421

Abstract: The Americans with Disabilities Act (ADA) mandates that all Title IV-

participating institutions of higher education publish web accessible websites for students with disabilities. This study sought to evaluate the web accessibility of Hispanic-Serving Institutional (HSI) websites ($n = 217$). Results suggest that the average HSI website landing page included 447 errors, violating ADA. Most errors were related to font size, color contrast, and hyperlinks and pictures. Implications for research, practice, and support for Hispanic students with disabilities are addressed.

Assistive Technology

Create training for faculty members on digital accessibility. (2021)

Disability compliance for higher education. 27(5), 1-5. DOI: 10.1002/dhe.31183.

Abstract: COVID-19 has impacted all U.S. college and university students, but may have disproportionate effects on students with disabilities due to limited faculty awareness and training about digital accessibility. Prior to the transition to online-only education during COVID, faculty at Eastern Washington University, where I am a faculty member in the School of Social Work, could work with Disability Support Services on a student-by-student basis to develop accommodations for students with identified disabilities. Faculty could also choose to use tools within our learning management system, Canvas, to ensure that materials posted in the course are accessible, but this is not mandatory. Faculty have no mandatory training about captioning, image descriptions, Microsoft Office accessibility tools, Ally Accessibility Reports, Universal Design for Learning, or laws pertaining to disability and digital accessibility. While this lack of training was likely to be obvious to students with disabilities prior to the pandemic, the concern has been amplified within the past year. [ABSTRACT FROM AUTHOR]

Disabled Students UK (2022).

Going back is not a choice – accessibility lessons for higher education.

<https://disabledstudents.co.uk/not-a-choice/>

Abstract: A year into the pandemic, Disabled Students UK sent out a survey asking disabled students about their experiences of Higher Education during this period. We gathered the voices of more than 300 students – painting a picture of a tumultuous time. Less than a quarter of respondents said they had received the disability support they required. At the same time, the widespread availability of lecture recordings has constituted a huge leap forward in accessibility. We asked students: “What lessons do you hope that your university learns from the pandemic to become more accessible moving forward?” From the answers we created the report *Going Back is Not a Choice – Accessibility Lessons for Higher Education*.

Disabled Students Commission (2022)

Exploring the use of automated captioning and its impact on disabled students in higher education | Advance HE (advance-he.ac.uk)

<https://www.advance-he.ac.uk/knowledge-hub/exploring-use-automated-captioning-and-its-impact-disabled-students-higher-education>

Abstract: On 6 December 2021, the DSC held a roundtable to explore the issues

surrounding the use of automated captioning in teaching and learning in higher education (HE), and its impact on both disabled students and staff. The roundtable received contributions from academic and support staff, disability practitioners and experts working in the area of disability support, sector specialists as well as representatives from lecture capture and captioning software providers. This report provides an overview of the current challenges raised during the roundtable, and looks forward to how automated captioning could possibly become an informal, embedded component of inclusive learning and teaching provision, while mitigating the potential negative equalities impacts among staff.

Potnis, D; Mallary, K. (2021)

Analyzing service divide in academic libraries for better serving disabled patrons using assistive technologies

College & research libraries, 82(6), 879-898.

Abstract: Academic libraries invest thousands of dollars in assistive technologies (AT) for enhancing the delivery of information services to disabled patrons. However, offering AT might not result in their use by the patrons who need them, thereby leading to a service divide. The analysis of qualitative responses, including more than 1,400 quotations, elicited from academic library administrators and librarians in 186 public universities across the United States, reveals that academic libraries encounter 51 challenges related to the knowledge and skills of librarians, hardware and software concerns, institutional factors, finances, and external actors, when serving disabled patrons with AT. Finally, the researchers propose 15 solutions for bridging this service divide.

Walker, M (Feb, 3, 2022)

Five golden rules for compliant alt text

<https://abilitynet.org.uk/news-blogs/36>

The World Health Organisation (2021)

Prevalence of coverage of assistive technology in the European Region: a scoping review

<https://apps.who.int/iris/handle/10665/344520>.

Abstract: This publication aims to provide an overview of what is currently known about the prevalence and coverage of assistive technology in the WHO European Region. It is guided by the following research question: "What is the prevalence of needs, access and coverage of assistive technology and what are facilitators and barriers to access and coverage in the WHO European Region?". Sixty-two publications included in this review were identified by searching the academic databases Scopus, CINAHL, MEDLINE, PsycINFO and Google Scholar. A further 41 publications were identified by national experts (total 103 publications). Relevant information was extracted into a data chart and analysed, using a narrative approach. The publication identified several barriers to accessing assistive technology in the Region, including barriers related to the physical accessibility of assistive technology, financial affordability and acceptability of assistive technology by users. All stakeholders (policy-makers, health care professionals, assistive technology providers, caregivers, etc) should work together to address these barriers and improve people's access to assistive technology in the Region.

Autism

Brown, E.; Melcher, M. (2021)

The upside of disrupted teaching for neurodiverse and disabled students

Critical studies on security, 9 (2), 179-182

The authors of this piece are two senior PhD candidates with years of teaching experience, including as graduate teaching assistants. Both authors are Fellows of the Higher Education Academy, and are key contributors to their departmental Equality, Diversity, and Inclusion committees. Growing from our teaching and research practice, we developed a pedagogical teaching guide: 'Teaching to Include Everyone: A Practical Guide for Online Teaching of Neurodiverse and Disabled Students.' This document is freely available, and focuses on low-effort, high-impact behaviours that teachers of any level can use to improve the inclusivity of their teaching practice. <https://www.kcl.ac.uk/warstudies/assets/inclusive-teaching-primer.pdf> The guide includes a variety of examples as well as specific explanations and three general principle and showcases how inclusive teaching practices can benefit all students, not just those who are neurodiverse or have disabilities. The guide has been developed into successful workshops for GTAs

Cage, E; McManemy, E. (2022)

Burnt out and dropping out: A comparison of the experiences of autistic and non-autistic students during the COVID-19 pandemic

Frontiers in psychology 12

Abstract: Autistic students are more likely to drop out of university, while facing both challenges and opportunities within university environments. This study compared the experiences of autistic and non-autistic current United Kingdom students, in terms of thoughts about dropping out, burnout, mental health and coping, during the COVID-19 pandemic. Burnout was of particular interest as this is a relatively unexamined phenomenon for autistic students. Seventy autistic and 315 non-autistic students, completed a mixed methods questionnaire with standardized measures of burnout (personal and academic), mental health (depression, stress, and anxiety), and coping styles (adaptive and maladaptive). We also included qualitative questions about dropping out and COVID-19 experiences. We found autistic participants experienced higher rates of burnout and mental health symptoms and were more likely to have thought about dropping out. Reasons given for thinking about dropping out, for both groups, focused on poor mental well-being, doubts about university, and academic challenges. For autistic participants, further analyses did not identify specific predictors of thinking about dropping out, but for non-autistic participants, this was predicted by maladaptive coping styles and academic burnout. Academic and personal burnout predicted one another for autistic students, and age, maladaptive coping, autistic characteristics, stress, and anxiety additionally predicted burnout for non-autistic students. Similarities in experiences during the pandemic were noted, with both groups experiencing negative social implications, difficulties adjusting to emergency online learning, and poorer psychological well-being. Moving forward from COVID-19, universities must find ways to enhance both academic and social support, to enable equal opportunity within Higher Education for autistic students.

Blind Students

Firat, T. (2021)

Experiences of students with visual impairments in higher education: barriers and facilitators.

British journal of special education, 48 (3)3, 301-322

Abstract: This study explored the factors that facilitate and complicate the higher education process for students with visual impairments (VI). The participants were six university students with VI and eight academics/faculty members who instruct these students together with other students. Data were collected through semi-structured interviews and were analysed using content analysis methods. The students with VI stated that they face barriers related to lack of materials, difficulty obtaining lecture notes, poor academic support, reader-related problems, insufficient library sources, and access to and within the university. Positive facilitators reported by the students were mainly related to personal factors, as well as peer and academic support. The academics demonstrated limited awareness of the barriers faced by students with VI, and the academic support available to these students was found to be insufficient as well. The results indicate that there are considerable barriers to university education for students with VI.

Naneetha, R.; Srihari, M. (2021)

A case study on information and communication technology in empowering the visually challenged women in inclusive education

International journal of education, 9 (4), 374-381

Abstract: Brigham Young posits that 'If you educate a man, you educate an individual, but you educate a woman, you educate a nation.' Even now, educating a woman is challenging in cultural practices dominated by values and beliefs in the social system. Women in developing countries face significant barriers in accessing education, whereas gender inequality in communities, society, and the workplace hinders economic and social development. Education as a means of empowerment of women can bring changes socially, economically, and politically. An American author, Helen Keller, says that 'Education cannot be created with ease, only through the experience of trial and sufferings it can be strengthened, inspired and achieved.' Women with visual impairment are still receiving less schooling, denied social acceptance, and lack of access to information also became an impediment added to their woes. Perhaps, ICT has changed visually impaired women's lives by giving them access to mainstream and trying to be independent financially and socially. Furthermore, ICT has allowed visually impaired women in accessing braille materials, operating assistive devices and applications that build confidence, recognition, self-expression, and acquire knowledge. This study explores how inclusive education creates an opportunity for visually impaired women in overcoming societal stigma by achieving personal, social, emotional, and academic goals. ICT in education plays an essential role in developing women and facilitates empowerment, calibrated to a new order of society's structure and functions.

Velloso, M.; Arana, M.; Acioly, V. (2021)

Hands-on electricity remote teaching to a blind student during Pandemic of 2020.
Physics education, 56 (5) .

Abstract: The COVID-19 pandemic interrupted university activities at the beginning of the first semester of 2020, forcing the academic community to reinvent itself to meet the determinations of social isolation. The use of assistive technologies such as information and communication technologies has never been more welcome. However, for a college student with visual impairment to resume his studies, taking the discipline of Physics Laboratory of Electricity remotely, it was necessary to develop teaching methods and specific materials that would meet his needs. In this article we describe the experience and challenges of teaching experimental physics to a visually impaired student in the hope of encouraging other teachers not to feel limited in the face of difficulties and to believe in the potential of their students, even those who lack one of their senses to understand the world. The remote laboratory activity allowed the student to use multimeters, make circuits, take measurements and even produce graphics.

Deaf Students

Al Hashimi, S; Sadoun, J; Almahoozi, Y; Jawad, F; Hasan, N (2021)

Examining perceptions of inclusion of deaf and hard-of-hearing students in art and design higher education in Bahrain
Higher Education. 6(8), 8

Andrews, J. F.; Jones, G. A.(2021).

The ‘Silk Road’ to literacy for Chinese Deaf students
American annals of the deaf 166 (4), 439-445

Abstract: In this special section of the Fall 2021 issue of the American Annals of the Deaf, the Silk Road, a historic network of trade routes used to import Eastern (Chinese) porcelain, silks, and other products to the West, serves as a metaphor for how our invited scholars bring their ideas about literacy learning of deaf students from East Asia to the Western world. Studies exemplifying East-West connections in this particular field of study are scarce; however, we see this scholarship increasing. In one notable study conducted in Nanjing, China, Chinese hearing parents “linked the ability to read and write to the children’s need to communicate,” and viewed literacy as “contributing to their child’s language development” (Callaway, 2000, pp. 184–185). Since 2000, there has been an escalating interest in studies about literacy and Chinese deaf students. For example, in a recent search on ERIC/Professional Development and ComDisDome from 2000 to 2021 using the intersection of the terms deaf, Chinese, reading, and literacy, we found more than 30 peer-reviewed studies. To expand this base, we solicited manuscripts from four distinct regions: Mainland China (People’s Republic of China), Taiwan (Republic of China), Macau, and Hong Kong. Before introducing our contributors, we will briefly highlight deaf children’s diverse sensory and linguistic experiences, as these serve as a linchpin for an understanding of their language and literacy learning (Emmorey & Lee, 2021; Goldin-Meadow & Mayberry, 2001). Generalizations can, of course, obfuscate more

than elucidate. But this much we know is true: Along with a lack of diverse sensory and linguistic experiences, insufficient access to language, either spoken or signed, bars deaf children from literacy learning (Kuntz & Golos, 2020).

Deng, Q.; Tong, S. (2021)

Understanding text reading comprehension of Chinese students who are d/Deaf and hard of hearing

American annals of the deaf 166, 4, .462-477

Long, M.; Kowalske, Grunert, M. (2022)

Understanding STEM Instructors' experiences with and perceptions of Deaf and hard-of-hearing Students

Journal of chemical education, 9 (1), 274-282

Mental Health

Allen, H.; Lilly, Flavius; G., Kerry M.; Zanjani, F.; Vincent, Kathryn B.; Arria, A. (2022)

Substance use and mental health problems among graduate students: Individual and program-level correlates.

Journal of American college health. 70 (1). DOI: 10.1080/07448481.2020.1725020.

Abstract: This study evaluated variation in substance use and mental health among graduate student subgroups. A sample of 2,683 master's and doctoral students completed an online survey in October 2017. Subgroup variation in behavioral health by demographic and program characteristics, particularly degree type and academic discipline, was explored. Compared with academic doctoral students (ie, PhD students), professional doctoral students (ie, MD, JD, etc.) were significantly more likely to report high stress levels and moderate or severe anxiety symptoms. Master's students were more likely to report moderate or severe anxiety symptoms and use marijuana than academic doctoral students. Students in the behavioral and social sciences, social work, and arts and humanities disciplines were more likely to use substances and report mental health problems than engineering and business students. These findings highlight graduate student subgroups who might require closer attention with respect to access to behavioral health services. [ABSTRACT FROM AUTHOR]

Arday, J. (2022)

No one can see me cry: understanding mental health

Higher education 83(1) 79-102.

DOI: 10.1007/s10734-020-00636-w.

Abstract: Black and minority ethnic (BME) communities continue to experience differential outcomes within the United Kingdom (UK) mental health system, despite increased attention on the area. The trauma of racism for BME academic and professional staff within higher education remains problematic against a backdrop of cultural and organisational institutional racism. Within higher education (HE), BME staff consistently face barriers in terms of accessing contextually appropriate mental health interventions

that recognise the sophisticated nature of insidious racism in all its overt and covert manifestations. This paper attempts to address the issues facing ethnic minority staff within the Academy with regard to accessing mental health services at university. Importantly, this paper explores the impact of racial discrimination on BME faculty within the sector and the impact upon mental health, in addition to considering the paucity of psychological interventions available in dealing with discriminatory episodes and the need for universities to diversify healthcare professional cohorts. This study utilises the narratives of 40 BME academic and professional university staff to examine the impact of negotiating racial inequality and discrimination at university and the impact upon mental health. Other aspects examined consider the impact of belonging, isolation and marginalisation on mental health and how this consequently affects BME university staff. Conclusions and recommendations provided advocate greater diversification of mental health support systems for BME staff within universities. Conclusions drawn will also consider how existing systems can function to dismantle racial inequality and improve mental health intervention for ethnic minority service users. [ABSTRACT FROM AUTHOR]

Bloomberg, S. (et al) (2022)

Student reflections on shared trauma: One year later.

Clinical social work journal. 50 (1), 67-75. DOI: 10.1007/s10615-021-00819-7.

Abstract: In March of 2021, as the world marked the first anniversary since COVID-19 altered our reality, graduate social work students in Dr. Carol Tosone's Evidence-Based Trauma class at NYU considered the challenges of learning about trauma treatment while simultaneously living through a global trauma. Students reflected on their home lives, school experiences, field placements, mental health challenges, feelings of burnout, and the added complexities of racial disparities and injustices. Students also shared their coping mechanisms and hope for the future. This paper aims to provide insight into their varied experiences while relating their struggles and demonstrating their pathways toward resiliency. [ABSTRACT FROM AUTHOR]

Gates, T.; Ross, D; Bennett, B; Jonathan, K. (2022)

Teaching mental health and well-being online in a crisis: fostering love and self-compassion in clinical social work education.

Clinical social work journal. 50(1) 22-34. DOI: 10.1007/s10615-021-00786-z.

Abstract: The coronavirus (COVID-19) pandemic has shifted clinical social work (CSW) and mental health education in Australia, and indeed throughout much of the globe, onto online delivery. The disruption caused by COVID-19 presents unexpected challenges in fostering the development of skill sets among social work educators in partnership with students. This article is a reflexive collaborative autoethnography written by four educators of different international and cultural backgrounds at a regional university in Queensland. Our university has experienced a shift from primarily a face-to-face delivery to online delivery due to social distancing. This article is grounded in an ethic of love, a values-based relationship-oriented practice promoting care, collaborative dialogue and solidarity between people, using self-compassion and reflexivity. We explore how COVID-19 has forced the authors to alter their teaching practice, cope with uncertainties, and respond with loving kindness to the shifting needs of students. We draw upon our

experiences as educators of diverse cultural, linguistic, gender, and sexualities from Australia, the United States, the United Kingdom, and Nigeria and reflect upon how we have simultaneously turned inward and outward through technology. We draw upon person-centered, narrative, trauma informed and anti-oppressive clinical and educational approaches when exploring self-compassion and loving approaches with the students. We discuss the need for self-compassion and love of others as we respond to the current crisis by modeling self-compassion and love for CSW students who are experiencing crises, including loss of employment, separation from family overseas and interstate, isolation from colleagues and loved ones, and healthcare issues. [ABSTRACT FROM AUTHOR]

Gatto, A, Miyazaki, Y; Cooper, L (2022)

Help me help myself: examining an electronic mental health self-monitoring system in college students.

Higher education 83(1), 163-182, DOI:10.1007/s10734-020-00646-8

Holley, L. Charles, J. Kondrat, D. ; Walter-McCabe, H. (2022)

Supports and gatekeeping: Experiences of schools of social work with students with mental health conditions.

Journal of Social work education. 58 (1), 76-95. DOI: 10.1080/10437797.2020.1798312.

Lancaster, E. L. (2022)

Mental health: And university music students

American music teacher. 71(4), 14-17

Lathabhavan, R. (2022)

First and second waves of COVID-19: A comparative study on the impact of pandemic fear on the mental health of university students in India.

Journal of loss & trauma. 27 (2), 194-195. DOI: 10.1080/15325024.2021.1950432.

Abstract: The article presents comparative study on the impact of pandemic fear on the mental health of University Students in India. Topics include nature of mental health concerns has also varied between the two waves of the pandemic due to the differences in the severity of infection and death toll; and students compared to first wave and psychiatric care and support are required to manage this mental health crisis.

Babb, S.J.; Rufino, K.; Johnson, R (2022)

Assessing the effects of the COVID-19 Pandemic on nontraditional Students' mental health and well-being.

Adult education quarterly. 72 (2), 140-157, DOI: 10.1177/07417136211027508

Abstract: The current study sought to measure how the COVID-19 pandemic affected the mental health and well-being of college students, particularly nontraditional students. Participants (n = 321) completed a series of surveys assessing their level of depression, anxiety, sleep disturbances, insomnia, and well-being. Participants also indicated their nontraditional student characteristics, level of resilience, and additional life stressors due to the pandemic. Statistical analyses found that participants reported higher levels

of depression, anxiety, sleep disturbances, and insomnia, with corresponding lower levels of well-being across all students, compared with prepandemic levels. Results showed that while nontraditional students indicated an increased number of life stressors during the pandemic compared with their traditional peers, nontraditional students also demonstrated higher levels of resilience. Nontraditional students appear to be more successful at managing stressful life events due to the increased resilience that comes with age and experience, which can better prepare them to persevere and overcome challenges. [ABSTRACT FROM AUTHOR]

Datu, J.; Fincham, Frank D. (2022)

The relational and mental health payoffs of staying gritty during the COVID-19 pandemic: A cross-cultural study in the Philippines and the United States.

Journal of social & personal relationships. 39 (3), 459-480.

DOI: 10.1177/02654075211029380.

Abstract: This study examined how the triarchic model of grit (i.e., perseverance of effort, consistency of interests, and adaptability to situations) is related to cultivation of genuine happiness, loneliness, and COVID-19 anxiety in American (n = 643) and Filipino (n = 546) undergraduate students. It also explored whether grit had indirect effects on such social and well-being outcomes via relatedness needs satisfaction and meaning in life. Results of structural equation modeling demonstrated that whereas all grit dimensions were linked to increased relatedness needs satisfaction and meaning in life in the United States, only consistency and adaptability were associated with such constructs in the Philippines. Meaning in life was related to increased cultivation of happiness and reduced loneliness in both societies. Relatedness needs satisfaction was associated with higher happiness as well as decreased COVID-19 anxiety and loneliness in the United States and the Philippines. Finally, evidence supported indirect effects of selected grit's dimensions on mental health outcomes via relatedness needs satisfaction and meaning in life in both settings. This research complements existing literature on the relational and psychological benefits of staying gritty in different societies. [ABSTRACT FROM AUTHOR]

Francis, G; Duke, J.; Fujita, M. (2021).

Experiences of college students with disabilities and mental health disorders: Informing college transition and retention

Psychology in the schools. 59 (4), 661-677. DOI: 10.1002/pits.22637.

Abstract: The rate of college students with disabilities and co-occurring mental health disorders (D/MH) is steadily increasing across the U.S. However, despite available services and supports, the outcomes of these students lag behind their peers without D/MH. Further, little is known about the needs of students with D/MH, including barriers they experience and strategies or resources they find helpful. Therefore, the purpose of this study was to explore the experiences of nine diverse college students with D/MH attending a public university, including how the complexities associated with D/MH effected their lives and strategies they used that supported their well-being, via in-depth interviews and focus groups. Implications for practice and future research are discussed. Highlights: Students with disabilities and/or mental health disorders do not consistently receive appropriate support in college. Twelve college students with disabilities and/or

mental health disorders reported feeling guilty, isolated from their family, and isolated from their peers. These students also described multiple wellbeing strategies they used in college such as engaging in self-advocacy, accessing professional therapy, monitoring physical health, and engaging in distracting activities. [ABSTRACT FROM AUTHOR]

Herder, L. (2022).

How institutions can improve AAPI students' mental health.

Diverse: Issues in higher education. 38(21).7

Abstract: The article reports on the University of Michigan, the Steve Fund, and the National Center for Institutional Diversity's development of a guide for institutions to improve the mental health of Asian American and Pacific Islander (AAPI) students. Topics discussed include the mental health crisis, suicide, and the model minority myth.

Levin, M.E.; Hicks, Krafft, E (2022).

Pilot evaluation of the stop, breathe & think mindfulness app for student clients on a college counseling center waitlist.

Journal of American college health. 70 (1), 165-173.

DOI: 10.1080/07448481.2020.1728281.

Abstract: Objectives: College counseling centers face significant challenges meeting the mental health needs of their students and waitlists are common. Mobile apps offer a promising solution to increase access to resources while students wait for services. Methods: This pilot randomized controlled trial evaluated the feasibility and acceptability of a publicly available mindfulness app. Students on a counseling center waitlist ($n = 23$) were randomized to use the app or not, with assessments completed over four weeks. Results: Recruitment over three semesters was slow, leading to an underpowered trial. Participants reported high satisfaction and moderate app usage. Very preliminary support was found for potential app efficacy relative to the control condition, particularly for depression, anxiety, and overall distress. Weaker, mixed effects were found for mindfulness and values processes. Conclusions: Overall, these results provide mixed findings suggesting the potential benefits, but also challenges in using a mindfulness app for students waiting to receive counseling services. [ABSTRACT FROM AUTHOR]

Ibes, DC.; Forestell, C.A.(2022).

The role of campus greenspace and meditation on college students' mood disturbance.

Journal of American college health. 70 (1), 99-106.

DOI: 10.1080/07448481.2020.1726926.

Abstract: Objective To determine whether students who engage in a sedentary task in an urban park-like setting experience improved mood and whether this effect is moderated by mindfulness meditation. Participants: 234 (133 females) undergraduate students, who either engaged in outdoor recreation frequently or infrequently. Methods: Participants engaged in 20 minutes of mindfulness meditation or a control task, either in a campus park-like setting or in a quiet room indoors. Before and after the activity, total mood disturbance (TMD) was assessed with the Profile of Mood States Questionnaire. Results: Being outside or meditating reduced TMD for those who frequently recreated

outside. Those who infrequently recreated outside experienced decreased TMD if they meditated inside and increased TMD if they did not. When outside, TMD decreased regardless of activity. Conclusions: Spending time outside and practicing meditation may be effective approaches for improving college students' mental health, particularly for students who infrequently go outside. [ABSTRACT FROM AUTHOR]

Macakova, V.; Wood, C. (2022).

The relationship between academic achievement, self-efficacy, implicit theories and basic psychological needs satisfaction among university students.

Studies in higher education. 47 (2), 259-269. DOI: 10.1080/03075079.2020.1739017.

Abstract: There is limited research regarding university students' academic achievement and what influences it. We argue that university students' academic achievement could be influenced by different factors to those observed for schoolchildren. We investigated whether university students' beliefs about intelligence ('implicit theories'), self-efficacy and basic psychological needs satisfaction could explain their academic achievement. 203 students completed measures of implicit theories, self-efficacy and basic psychological needs, and provided their course grades via an online survey tool. Structural equation modelling was used to analyse the data. University students' implicit theories were indirectly associated with their academic achievement via self-efficacy. Basic psychological needs satisfaction was positively associated with self-efficacy and there was an indirect relationship between basic psychological needs satisfaction and academic achievement. Theories regarding the relationship between implicit theories and academic achievement need to be amended to account for the role of self-efficacy and basic needs satisfaction for adult learners.

Naylor, R (2021)

Key factors influencing psychological distress in university students: the effects of tertiary entrance scores

Studies in higher education. 47 (3), 630-642. DOI: 10.1080/03075079.2020.1776245.

Abstract: Self-determination theory (SDT) and the job demands-resources (JD-R) model of burnout have been identified as important in understanding psychological distress among university students. This study aimed to investigate key factors influencing distress (depression, anxiety, stress and burnout) among students, using stepwise multivariate regression modelling based on a survey of nearly 750 undergraduate and postgraduate students at an Australian university. This analysis confirmed the importance of SDT and the JD-R model in explaining psychological distress among students. It also demonstrated that the relative importance of factors in these theories appeared to be influenced by academic preparedness. Specifically, motivational pathways may be more important for wellbeing among well-prepared students, whereas less prepared students may benefit from support in meeting study- and life demands. This suggests that supporting wellbeing in higher education may require different strategies for different cohorts

Perkins, T; Durkee, Myles; Banks, J.; Ribero-Brown, Brittany

Gender and racial identity moderate the effects of online and offline discrimination on mental health.

Journal of research on adolescence 32 (1), 244-253. DOI: 10.1111/jora.12717.

Abstract: The present study highlights the growing need to examine Black youths' exposure to racial discrimination in online and offline contexts. Using a sample of 353 Black college students, findings indicate that high public regard moderates the positive association between online and offline racial discrimination and psychological consequences (i.e., depression, anxiety, and psychological well-being) among Black women. Additionally, racial centrality moderated the positive association between online and offline racial discrimination and mental health consequences regardless of gender. The findings highlight the importance of considering context, gender, and racial identity when examining the links between Black emerging adults' experiences of discrimination and mental health. [ABSTRACT FROM AUTHOR]

Rider, N G.; McMorris, B.; Brown, C.; Eisenberg, M.; Gower, A.; Johnston-Goodstar, K.; Filoteo, M.; Singerhouse, E; Martin, L. (2022)

Mental health and protective factors for transgender and gender-diverse youths who trade sex: A Minnesota statewide school-based Study, 2019.

American journal of public health. 112(3), 499-508. DOI: 10.2105/ajph.2021.306623.

Abstract: Objectives. To describe the prevalence of sex trading by gender and by associations with mental health concerns and protective factors. Methods. We used data from 9th and 11th graders who completed the 2019 Minnesota Student Survey. The analytic sample (n = 67 806) included transgender and gender-diverse (TGD) youths and cisgender youths who reported trading sex. Data on 7 mental health measures and 4 school-related and health care-related protective factors were collected. Results. The prevalence of sex trading (5.9%) was 5 times higher among TGD students than cisgender students (1.2%). In addition, the prevalence of all mental health concerns was high among TGD students who traded sex (e.g., 75.9% reported a lifetime suicide attempt, as compared with 45.9% of cisgender students who traded sex). Fewer statistical differences were found across protective factors. When TGD students who traded sex were compared according to sex assigned at birth, no statistically significant differences were found. Conclusions. Our findings support strong calls for increased competence regarding gender and sex trading or exploitation in clinical and school-based settings to decrease health disparities among TGD youths. Public Health Implications. In this study, we have presented unique prevalence estimates of mental health disparities among TGD students in the United States who trade sex. Our results indicate that TGD students who trade sex are at risk for mental health symptoms and that sensitivity to both gender and sex trading or exploitation will be critical to meeting the needs of this group in clinical as well as school-based settings. [ABSTRACT FROM AUTHOR]

Zarezadeh, Y.; Mohamadi-Bolbanabad, A.; Safari, H.; Azadnia, A.; Piroozi, B. (2022)

The mental health status of faculty members and students as the contemporary and future health system providers.

International journal of human rights in healthcare. 15(1), 31-40.

DOI: 10.1108/IJHRH-05-2020-0028.

Abstract: Purpose: Health is one of the most basic human rights. The mental health of contemporary and future health services providers is of great significance. The purpose

of this paper is to investigate the mental health of the faculty members and students of Kurdistan University of medical sciences Design/methodology/approach: This was an analytical-descriptive and cross-sectional study, which was conducted using the Census method on 249 faculty members and proportionately by using random sampling on 347 students in 2019. Data were collected using the 28-item General Health Questionnaire. Data analysis was done via SPSS 24 software by using statistical tests such as T-test and one-way ANOVA. Findings: The mean values (standard deviation) of the total score of mental health among students and faculty members were 27.43 (14.37) and 20.17 (11.37), respectively. In total, 57.2% of students and 31% of faculty members had symptoms of mental disorder. The highest mean score among faculty members and students was observed on the subscale of “social dysfunction.” There was a significant relationship between the mental health of students and where they study and the mental health of faculty members and type of faculty member with the faculty in which they work ($p < 0.05$). Originality/value: The prevalence of mental disorders’ symptoms among faculty members and students of Kurdistan University of medical sciences was high, and it must be considered by policymakers and managers of the health system to plan appropriate interventions. [ABSTRACT FROM AUTHOR]

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