

ALISS Quarterly

Association of Librarians and Information professionals in the Social Sciences

Women's History Month

ALISS women's history month resources;

What would Wonder Woman Do?
A personal journey of empowerment and allyship

Men in the suffrage movement

Disability History

Digitized collections and disability histories:
insights from the medical heritage library, inc

The Paralympic Heritage Trail App

Copyright

Launch of a new Toolkit "Creative Commons Licences: A Guide to Data

ALISS Quarterly Vol. 18 Number 3
April 2023

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Editor: Heather Dawson
h.dawson@lse.ac.uk

Published by ALISS.

ALISS Quarterly
Volume 18 no.3 April 2023

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Samuel Brady, AHRC funded Collaborative Doctoral Award candidate

Working in partnership with the University of Glasgow and the National Paralympic Heritage Trust

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A Guide to Data Protection & Copyright"**

Naomi Korn, CEO Naomi Korn Associates

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 begins with an update from a recent Aliss show case for Women's history month 2022. We are adding slides to our website here

<https://alissnet.com/aliss-showcase-2/>

This includes a personal account of her career journey from Annmarie Lee, Head of Customer Services, Library and Learning Resources, Birmingham City University which I personally found very inspiring. It also offers good practical tips for professionals from all sectors.

The second presentation on Males Allies and suffrage history was by Dr Gillian Murphy, Curator for Equality, Rights and Citizenship, LSE Library and is also extended in this issue offering insight into names of male allies which ought to be better known.

The third article introduces the Women's history month 2023 Male Allies padlet which references some of the digital and online biographical sources available for some of these.

On the day a further presentation Shocking girls, riot zines: stories of feminist self-publishing throughout LCC Zine Collection was presented by Eleanor Parker and Blanca Garcia Paja. They introduced some of the voices, stories, and revolutions that populate the LCC Zine Collection, one of the largest in the UK. For background information on the history of the collection see Gathering the Margins: The London College of Communication Library Zine Collection by Ruth Collingwood and Leila Kassir

<https://www.cambridge.org/core/journals/art-libraries-journal/article/gathering-the-margins-the-london-college-of-communication-library-zine-collection/B9FEE0CD1F4CF6A2370054E36F6843CF>

The talk began with an overview of the history and importance of zines. It referenced the work of Stephen Duncombe (1997). Notes from the Underground, that zines can be defined as 'non-commercial, nonprofessional, small circulation magazines which their creators produce, publish, and distribute by themselves' They stressed their importance as a means to give voice to often marginalised voices. The examples presented on screen showed how the self-publication of the early materials represented the personal input of the authors, in fact, links were made with the 19th-century scrapbooks made by women which also gave voice to their feelings. In the 1970s access to photocopiers enabled second-wave feminist collectives to produce examples of materials like Scarlet women in their own homes.

<https://lcczinecollection.myblog.arts.ac.uk/2021/03/29/scarlet-women/>
https://librarysearch.lse.ac.uk/permalink/44LSE_INST/1n1upld/alma99138793110302021

Moving onto the 1980s examples were shown of the punk influence in works such as Shocking Pink

<https://www.grassrootsfeminism.net/cms/node/165>.

16 issues were published of this zine written by and for young women with an emphasis on topics like contraception, abortion, sexuality, lesbianism / queer issues, and violence against women. It really is astonishing to believe such insightful and provocative topics were tackled by such young women. More can be explored on the Liberating histories project website which is tracing the history of women's magazines.

<https://liberatinghistories.org/>

Moving onto the 1990s, they introduced Bikini Kill. <https://bikinikill.com/about/>

The two zines were published in 1990 and 1991 and created by the members of riot grrrl band, they showed how these contained personal 'girl power manifestos.

<https://lcczinecollection.myblog.arts.ac.uk/2021/03/26/bikini-kill/>

https://librarysearch.lse.ac.uk/permalink/44LSE_INST/1n1upld/alma99138864110302021

from the 2000s they showed examples of Doris <https://lcczinecollection.myblog.arts.ac.uk/2021/03/30/doris/>

Doris is the long-running perzine started by Cindy Crabb in 1991. A candid, raw, and beautiful expression of Cindy's world. They also discussed the importance of Ladyfest as a radical alternative festival for female empowerment

<https://ualresearchonline.arts.ac.uk/id/eprint/7875/>

The second section of the journal then contains accounts of two great projects relating to disability history which will provide valuable research resources for scholars: the development of specialised subject guides in the medical heritage library and the creation of an app for the Paralympic Heritage Trail. This is supplemented by the usual disability teaching and learning bibliography highlighting key recent articles.

Finally, there is a press release from Naomi Korn introducing a wonderful new copyright toolkit resource for information professionals.

We hope you enjoy the issue. Keep up to date on the website

<https://alissnet.com/>

and Twitter: @aliss_info

Best wishes

Heather Dawson

ALISS Secretary

h.dawson@lse.ac.uk

Women's History Month Male allies resource guide

During women's history month 2023 ALISS created a resource guide using padlet https://padlet.com/h_dawson/women-s-history-month-2023-male-allies-afbs3borly656ifb. It was divided into key sections for individual male allies offering biographical snippets and quick links to key resources. The decision to focus on this aspect was motivated by the knowledge that while the struggle for women's rights has been long been regarded as a movement led and supported by women, it is important to recognize that men participated in the process. Yet many of us do not have much knowledge of the key organisations or figures. It was really fun to make and I learnt a lot in the process.

Here are some highlights

A good starting point is a Google Arts and culture exhibition created by the Mayor of London. This has great photographs and short bite sized biographies. It focuses on men in late 19th and early 20th century England and their contribution to the fight for the vote.

<https://artsandculture.google.com/story/men-and-the-suffrage-movement-mayor-of-london/HgXhTLahLDp8Lg?hl=en-GB>

One of the earliest supporters was the philosopher John Stuart Mill (1806–1873), who was influenced by the example and ideas of his wife Harriet Taylor Mill (1807-1858). In 1866 he presented a petition to parliament demanding votes for women on behalf of the Kensington group of women led by Barbara Bodichon, Emily Davies and Elizabeth Garrett. Mill agreed to present the petition provided it could get at least 100 signatures. The first version was drafted by his step-daughter, Helen Taylor and obtained over 1500 in a few weeks. The LSE Library website has details of an exhibition which they mounted in 2016 about the exhibition which contains a delightful image of a painting by Bertha Newcombe of Mill receiving the petition.

<https://blogs.lse.ac.uk/lsehistory/2016/06/07/the-1866-womens-suffrage-petition/>

In 1869 Mill published an essay *The Subjection of Women* which argues in favour of legal and social equality between men and women. He writes that 'the legal subordination of one sex to the other' is 'wrong in itself, and now one of the chief hindrances to human improvement' (p. 1). The British Library website

<https://www.bl.uk/collection-items/the-subjection-of-women-by-j-s-mill>

provides an introduction and images from their copy of the text.

Throughout his parliamentary career he continued to debate and promote the right of women to vote. Find out more on the UK Parliament website

<https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/parliamentary-collections/1866-suffrage-petition/john-stuart-mill/>

The LSE digital library also has a large collection of digitised pamphlets which include: collections of his speeches <https://digital.library.lse.ac.uk/objects/lse:lur409heg>
<https://digital.library.lse.ac.uk/objects/lse:yep582ron>

I was astonished to find out that in the USA, Abolitionist Frederick Douglass was also a supporter of the women's suffrage movement. In 1848, when Elizabeth Cady Stanton was criticized for her plan to read the Declaration of Sentiments at the Seneca Falls Women's Rights Convention, only Douglass supported her.

See his signature and the contents of the document here

https://padlet.com/h_dawson/women-s-history-month-2023-male-allies-afbs3borly656ifb/wish/2503612343

Another early figure of which I had little prior knowledge was Jacob Bright.

Jacob Bright (1821 –1899) was a British Liberal politician later an MP for Manchester. Born into a radical Quaker family. He was influenced by his wife, and Priscilla Bright McLaren, his sister, who were both supporters of women's rights, as well as by his friend Lydia Becker. Many of his speeches to parliament focused on the injustice that women landowners did not have the vote. Transcripts can be viewed online via the historic Hansard website

<https://api.parliament.uk/historic-hansard/commons/1876/apr/26/second-reading>

Throughout his career he helped women lobbyists such as Lydia Becker present their viewpoints in parliament. However, as this fascinating site from Cheetham's Library Manchester, shows the public reaction was adverse. He became the butt of caricatures and cartoons in the popular press which showed him as emasculated because he was working with and supporting the needs of women.

<https://library.chethams.com/blog/bright-hopes-for-suffrage-lydia-becker-and-the-struggle-for-democracy/>.

Among the late 19th-century suffrage campaigners, arguably the most well-known is Frederick Pethick-Lawrence who, along with his first wife Emmeline, founded the WSPU newspaper Votes for women. Despite the fact that the WSPU was officially a female-only organisation, he allowed women to take the lead, acting as WSPU treasurer, and went to prison for the cause, suffering force feeding.

A very good website, designed for schools, which provides basic biographies is the Suffrage resources website. <https://www.suffrageresources.org.uk/database/2124/mr-frederick-william-pethick-lawrence>

Examples of full text copies of the Votes for women newspaper can be found via the LSE digital library

<https://digital.library.lse.ac.uk/objects/lse:hok638man/read/single#page/1/mode/1up>

Another well-known figure was Laurence Housman. In 1909, Laurence helped his sister found the Suffrage Atelier (SA). A movement of artists campaigning for the vote.

In 1911 he suggested and supported the evasion of the census by women and enabled a number to shelter in his home. He wrote a number of articles in the Vote including On March 18, 1911

<https://digital.library.lse.ac.uk/objects/lse:qut789veh/read/single#page/2/mode/1up>

Around 1909 he designed a banner for the Hampstead branch of the Church League for Women's Suffrage. It was in the yellow and white colours of the league and had written in the corner's *glorious liberty children of god*

This can be viewed on the Museum of London website

<https://collections.museumoflondon.org.uk/online/object/91750.html>

Within parliament a key figure was George Lansbury, Socialist MP. In November 1912 he stated 'I believe that this fight for women's enfranchisement is the biggest fight socially that is going on in our country'.

the UK parliament website has details of his work

<https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/case-studies-women-parliament/suffragettes-in-trousers/george-lansbury/>

In November 1912, frustrated by the Labour Party's position on the issue, he decided to resign his seat and seek re-election as a women's suffrage candidate. Lansbury's campaign was enthusiastically supported by all the major women's suffrage societies. However, in the wider Labour Party and the press, attitudes were divided and often hostile. The by-election resulted in a narrow victory for the Unionist (Conservative) Party. Lansbury did not regain the seat until 1922 and served until his death in 1940. The BFI player has a magnificent free film of him campaigning.

<https://player.bfi.org.uk/free/film/watch-the-suffragette-election-1912-online>

Find out more on the National Archives site which has contemporary document images

It also has a general Suffragettes in trousers section suitable for students

<https://www.nationalarchives.gov.uk/education/resources/suffragettes-in-trousers/source-six-newspaper/>

The LSE Digital Library is digitising George Lansbury's private papers. You can view the first few volumes online here. They will include photographs, manuscripts and letters covering parliamentary and family life.

<https://lse-atom.arkivum.net/uklse-dl1gl01>

A lesser known figure, certainly I was unaware of him until introduced by the Aliss showcase event, was Alfred Pearse (20 May 1855 – 1933), a committed suffrage supporter, who signed his designs- a patriot. See this example on the V&A museum collections

<https://collections.vam.ac.uk/item/O1029863/votes-for-women-poster-pearse-alfred/>

His image of a cartoon of the haunted house appeared in the Daily Chronicle in April 1907.

<https://museumoflondon-prints.myshopify.com/products/pod447690>

It represents the growth of the campaign for female suffrage by showing the dominant silhouette of a woman haunting the Houses of Parliament. This must have been seen by the Pethick-Lawrence's as it was reprinted as the front cover of Votes for Women in October 1907.

<https://digital.library.lse.ac.uk/objects/lse:ham492nah>

There were also specific male ally organisations.

In 1910, Victor Duvall founded the Men's Political Union for Women's Enfranchisement (MPU) for men who wished to support the Women's Social and Political Union (WSPU) which was a female only suffragette organisation. The MPU described itself as open to 'men of all shades of political opinion' who adhered to its principles and wished to 'secure for women the parliamentary vote on the same terms as it is or may be granted to men'. In 1912, Victor married suffragette Una Dugdale. There was controversy when they insisted that the usual commitment to 'obey' was removed from their marriage vows. Afterwards, Una published a pamphlet about it called 'Love and honour – but not obey'. After 1918, Duval continued to campaign for equality and marriage reform. see this useful entry

<https://www.suffrageresources.org.uk/resource/3248/victor-duval>

the why I went to prison pamphlet is available in full via the LSE digital library

<https://digital.library.lse.ac.uk/objects/lse:non362huf>

In votes for Women January 7th 1910 he wrote a letter urging men to join him at the Eustace restaurant for a meeting.

<https://digital.library.lse.ac.uk/objects/lse:qal762lac/read/single#page/7/mode/1up>

There is also coverage in the newspaper of their role

<https://digital.library.lse.ac.uk/objects/lse:fim606qir/read/single#page/3/mode/1up>

Hugh Arthur Franklin (27 May 1889 – 21 October 1962)

was a British suffragist and politician. Born into a wealthy Anglo-Jewish family, he rejected both his religious and social upbringing to protest for women's suffrage. Joining in with the militant suffragettes, he was sent to prison many times and force fed. Men's League for Women's suffrage newspapers issues from 1909-1914 can be viewed online via the LSE Digital Library

<https://digital.library.lse.ac.uk/browse>

<https://www.suffrageresources.org.uk/database/1874/mr-hugh-arthur-franklin>

Interestingly it also has records of some international organisations

of allies. Suffragette November 1, 1912 has a good account

<https://digital.library.lse.ac.uk/objects/lse:gey339kar/read/single#page/3/mode/1up>

For more recent male involvement, the British Library Sisterhood and beyond website has a great section of oral history accounts on womens liberation movement - describing men's thoughts and reactions to the women's liberation in 1960s/ 1970

<https://www.bl.uk/sisterhood/articles/mens-reponses-to-womens-liberation>

What would Wonder Woman Do? A personal journey of empowerment and allyship

Anmarie Lee, Head of Customer Services, Library and Learning Resources, Birmingham City University (BCU)

This article provides an overview of a presentation I gave on 21st March 2023 at the ALISS Women's History Month special event.

As Head of Customer services for Library and Learning Resources at BCU and the chair of the Mercian Collaboration Staff Development group, I was asked to talk at the ALISS Women's History month special event about how my career developed with the support of male and female allies and how I use my platform as a senior manager to empower and champion women in the workplace.

Having had the benefit of support and inspiration from some amazing women in my life and having played some part in inspiring and supporting other women, I feel that empowerment and allyship have been a huge catalyst in my career.

My current role as Head of Customer Services consists of managing a large team of Librarians, Supervisors and Advisors, all with a frontline support focus, online and across the University's four campus locations.

Our aim is to provide resources and support to deliver the academic and business objectives of BCU but also to offer an inspiring and supportive environment for our students and staff.

Part of us achieving these aims, is our attainment of the nationally recognised Customer Service Excellence standard and we have used this as a framework to redefine our culture and embed into our everyday working practices.

In my personal life, I am mother, daughter, niece, friend, and a proud Birmingham citizen with Irish heritage. All of which form part of my work/life ethos.

However, as I was quick to state in the presentation, I do not pertain to be Wonder Woman despite my early aspirations. Like many children of my generation, Wonder Woman was my comic book hero. Having been raised on a literary diet of fairy tales of Princes rescuing Princesses, Wonder Woman broke down the stereotypes and showed little girls like me that I could be strong, independent and look after myself.

"If you need to stop an asteroid, you call Superman. If you need to solve a mystery, you call Batman. But if you need to end a war, you call Wonder Woman" Gail Simone, Writer for WWoman, Vol:3 (Miller, S: 2021)

Although I do not have Wonder Woman's physical attributes, I'd like to think that I share some of her personal qualities including understanding others; not taking anything at face value and trying to look at things from other's points of view, helping people to reach their potential through positive affirmations and encouragement, sensing what others feel; being instinctive about individual's emotions and needs, bringing consensus to differing opinions; taking on board constructive criticism and reflecting on it and showing empathy; realising that strength can come in the form of kindness as well as assertiveness.

"It takes courage and strength to be empathetic, and I'm very proudly an empathetic and compassionate leader. I am trying to chart a different path, and that will attract criticism, but I can only be true to myself and the form of leadership I believe in." Jacinda Arden, 40th Prime Minister of New Zealand (Gallagher, S: 2020)

I think this idea of staying true to yourself is an important one. From an early age many of us are taught to conform; to be the same as our peers or at least the ones who are deemed to be successful. Get good grades, go to university, in some cases get married, have children... it is an endless stream of comparing ourselves to others without feeling fulfilled within ourselves.

Growing up, I was a people pleaser; shy in groups (my colleagues laugh when I tell them this now), avoiding conflict and going with the crowd. It is only through experiences and the help of some real-life wonder women in my life that I have realised that I have become more self-aware and more open about my thoughts and feelings. I can say no to things that conflict with my values, and I try to surround myself with people who respect and support me.

My career journey could be classed as taking a fairly traditional route. Following completing an English and Media undergraduate degree, my first job was as a library assistant in a Further Education college; responsible for two small campus libraries with two quite different disciplines. One being a predominantly male engineering centre and one a Women's only academy. It was at the Women's Academy that I observed the power of female allyship.

Through all the highs and lows of life, these women supported each other, celebrated each other's achievements, and created a wonderful community of female kinship. They showed that, despite any barriers they faced, they believed in each other and championed each other's progression. Truly inspiring.

Through their example, I found the confidence to apply for a more senior role as a Library Supervisor at BCU and again found myself supporting inspiring women in the School of Nursing and Midwifery. These students were often studying alongside working in hospitals, juggling family commitments, or on overseas placements. Their resilience and determination were inspiring, and I wanted to help them in a more positive way.

I started an MSc in Information and Library management, part time alongside working and soon found myself juggling similar commitments with the pressures of work, home, and pending motherhood. It was only through forming an alliance with a colleague (also on the course), and through her empathy, support, and encouragement that I felt motivated and eventually achieved my master's degree.

My Chartership mentor was also integral in encouraging me to break out of my comfort zone and get my voice heard through writing and presenting publicly, leading to me having the confidence to apply for a senior role when the opportunity came along.

Before Chartership, I didn't see myself as a leader. I didn't think I had the ability to lead and even when I secured a senior role, I still had that niggling doubt. I sailed the good ship imposter! Again, it was through the reassurance and encouragement of a colleague, a male ally, that I realised that I could be an effective leader and that I could bring value to the service.

"It took me quite a long time to develop a voice, and now that I have it, I am not going to be silent." Madeleine Albright, 64th USA Secretary of State. (Schnall, M:2010)

There are many definitions of allyship, but I like to think of it as simply using your voice, your knowledge, and your experience to support others. It is not about empty public gestures, or being a senior manager, as often the most significant acts of allyship come from peers. It is also not about getting it right every time as not everyone will receive allyship in the same way.

I try to give women a metaphorical **LEG UP** by **Leveraging** my influence; advocating for female colleagues for new projects or groups based on their skills and interests, **Empowering** female colleagues by publicly and personally celebrating their achievements, **Getting** involved with internal and external initiatives that promote learning and development, **Understanding** and listening; considering what they say, trying to understand and appreciating their willingness to share and by **Presenting** what I know and what I don't know; showing vulnerability, giving constructive feedback and gaining trust through coaching.

I also think that as well as being an ally to other women you need to be your own ally too. Recognise your own strengths and achievements, record when you have done well and when you need a confidence boost or to combat your own imposter syndrome, read and reflect on your achievements.

My closing words in the presentation about my approach to allyship, "Remember to keep being the best you can be, keep cheering each other on and whenever you're unsure just ask yourself "What would Wonder Woman do?"

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Links

Birmingham City University www.bcu.ac.uk

Mercian Collaboration <https://merciancollaboration.org.uk/>

Men in the suffrage movement

Dr Gillian Murphy, LSE Library

Curator of Equality, Rights and Citizenship

@_gillianmurphy

This article is a brief look at some of the men who were involved in the women's suffrage movement. Digital resources make searching for male supporters much easier and suggestions for finding out more are given at the end.

Many of the early male supporters of women's suffrage were MPs.¹ This is probably not surprising, but it was important, as the only way to change the law was through the men who sat in Parliament. Henry Hunt (Radical for Preston) was known for his role at the Peterloo Massacre in 1819, when women also spoke from the platform. In 1832, he presented the first petition from an individual woman, Mary Smith, who came from Stanmore in Yorkshire. She stated that as she paid taxes, she was subject to the rule of law and therefore did not see why she could not vote (a century later this idea was taken up by the Women's Tax Resistance League). The petition was laughed out of the House of Commons.

The next Reform Act was in 1867. In the previous year, a women's suffrage Committee was set up by Barbara Bodichon, Elizabeth Garrett, Emily Davies and Helen Wilson (John Stuart Mill's step-daughter) and others. They gathered signatures for a petition calling for women to get the vote which John Stuart Mill, Liberal MP, philosopher and political economist, said he would present in Parliament if they got 100 signatures. The women far exceeded that number and gathered over 1500 signatures from across England and Ireland in three weeks. Elizabeth Garrett and Emily Davies presented the women's suffrage petition to John Stuart Mill on 7 June 1866. He raised the issue in Parliament and the matter was again dismissed. In 1867, when the Second Reform Bill was being debated, John Stuart Mill tabled an amendment asking for the enfranchisement of all households, regardless of sex. The Amendment was defeated by 194 votes to 73. Despite this initial defeat, John Stuart Mill's amendment sparked a continuous political campaign for female enfranchisement. Many suffrage societies were set up, the first in Manchester, London, Bristol, Edinburgh and Liverpool. From 1870 onwards, petitions for women's suffrage were presented on an almost annual basis to Parliament.

¹ This article draws on the work of Elizabeth Crawford's *Women's Suffrage Movement Reference Guide*, (UCL Press, 1999).

Many of the women's strongest supporters were husbands, fathers, brothers, uncles and male friends. Henry Fawcett, reformer of the Post Office, Liberal MP for Brighton and later for Hackney from 1865, husband of Millicent Garrett, and Richard Pankhurst, husband of Emmeline, are two well-known examples. Often whole families would be involved in suffrage campaigning. The Bright McLaren families are one such example. Jacob Bright, first mayor of Rochdale and Radical MP for Manchester South West, married Ursula Mellor in 1855 and they founded the Manchester Women's Suffrage Society in 1867. Jacob's sister, Priscilla, became President of the Edinburgh Women's Suffrage Society. She married Duncan McLaren and their son, Walter McLaren, Liberal MP for Crewe, introduced a clause to the 1894 Local Government Act extended the voting rights of married women. Walter's wife, Eva Muller, joined the National Society for Women's Suffrage and was very active in the Women's Liberal Federation.

George Lansbury was a lifelong socialist and supporter of women's rights, along with his wife, daughters, sons and daughters-in-law. On entering the House of Commons in 1910, Lansbury quickly affirmed his support for women's suffrage and for women campaigners, however militant their actions. In November 1912, frustrated by the Labour Party's position on the issue, George decided to resign his seat and seek re-election, unsuccessfully, as a women's suffrage candidate. He went to prison for supporting militant action in 1913. Lansbury did not regain the seat until 1922 and served until his death in 1940.

Husbands who were lawyers were often supportive. Arthur Marshall appeared on behalf of many suffragettes and suffragists. He was married to Catherine Marshall, known as Kitty, a particularly militant suffragette who went to prison and led Mrs Pankhurst's bodyguard. Frederick Lawrence combined his surname with his wife, Emmeline Pethick, when they married in 1901, to become the Pethick Lawrences.

Fred played an active role alongside Emmeline in the militant suffragette movement between 1906 and 1912, using his wealth, journalism skills, and his home in Clement's Inn to assist the Women's Social and Political Union (WSPU). He funded and jointly edited *Votes for Women*, the newspaper of the WSPU, and represented, and stood bail, for hundreds of women who were arrested because of militant action.

Many male artists were supporters of women's suffrage and used their skills to promote the campaign.² After working on newspapers as a cartoonist in Belfast, David Wilson moved to London. In October 1907 his image called 'The Haunted House' (woman seated looking at the Houses of Parliament) appeared on the first issue of *Votes for Women*.

² Examples of male artists draws on Elizabeth Crawford's *Art and Suffrage: A Biographical Dictionary of Suffrage Artists* (Francis and Taylor Publishers, 2018).

Alfred Pearse became a regular cartoonist for *Votes for Women*, probably through an association with the Pethick Lawrences. After the split with the Pankhursts in 1912, Pearse stayed loyal to *Votes for Women* rather than moving to the Pankhursts' new paper *The Suffragette*. He produced his first cartoon for *Votes for Women* in the 18 February 1909 issue and then provided a cartoon almost every week until March 1916.

Laurence Housman was a writer and illustrator, donating money to the WSPU in 1908 and designing a banner for the Kensington branch of the WSPU which was carried in the Women's Sunday procession on 21 June 1908. The banner was entitled 'From Prison to Citizenship'. Housman thought up the idea of resisting the census on 2 April 1911. He was also involved in the Suffrage Atelier, a group that supported women's suffrage through art. Housman wrote many articles (eg in the Women's Freedom League's paper *The Vote*) and pamphlets (eg *The Physical Force Fallacy*). As WSPU militancy increased, Housman withdrew his support and took part in the NUWSS suffrage pilgrimage in 1913. He joined the United Suffragists, set up by the Pethick Lawrences, in 1914 and he designed their banner.

Many suffrage societies allowed men to join them eg National Union of Women Suffrage Societies, Suffrage Atelier, Church League for Women's Suffrage, Conservative and Unionist Women's Franchise Association. The Women's Social and Political Union was women only. Men themselves also established pro-suffrage groups. The first was the Men's League for Women's Suffrage, founded by Herbert Jacobs in March 1907 as a non-militant organisation with no political party affiliations. It concentrated on lobbying MPs and parliamentary candidates through their constituents by letter and deputation. Eminent supporters included Henry Nevinson, Henry Brailsford, Laurence Houseman, Israel Zangwill and Dr Charles Mansell-Moulin, who actively campaigned against force feeding. The Men's League produced its first newsletter for members in October 1909 and already had branches in Liverpool, Manchester, Bournemouth, Bristol, Edinburgh at this point, with another five branches forming in the following year. It held large meetings including a great demonstration in Queen's Hall in Trafalgar Square and in Hyde Park. They produced pamphlets and leaflets to support women's suffrage. An important function of the group was to supply speakers for meetings of other societies. Between October to December 1912, the League was represented at more than 400 meetings, with some members speaking many times. Charles Mansell-Moulin was one of the League's most active speakers.

Victor Duval joined the Men's League for Women's Suffrage in 1907. In the 7 January 1910 issue of *Votes for Women*, he wrote 'An appeal to men' urging men to attend a meeting at the Eustace Miles Restaurant at Charing Cross on 12 January. Frank Rutter presided and Victor was joined by Henry Nevinson and Henry Brailsford as speakers. An organising committee was set up and so began another men's group, the Men's Political Union for Women's Enfranchisement.

It had an anti-government militant policy and their offices were later opened on 13 Buckingham Street, off the Strand. The first branch was in Birmingham and later branches were formed in Manchester, Edinburgh, Glasgow, Dundee, Newcastle, Bradford, Leicester, Bristol, Reading, Oxford, Scarborough, Hull, Norwich and Leeds. Hundreds of meetings were held under the name of this Union in different parts of the country. The men also chalked pavements, helped with stewarding at meetings, wrote letters to MPs and to the Press. Many of the members went to prison because of their militant support for votes for women. Victor himself went to prison for a week after a disturbance when he addressed Lloyd George outside City Temple. In 1912, he married Una Dugdale who famously refused to repeat 'obey' when they said their vows.

Hugh Franklin, Victor's brother-in-law, was himself part of family deeply involved in the suffrage movement from his mother, sisters, aunts and cousins. He was brought up in the Jewish faith but had lost his religion in 1909. In the same year he went to a suffrage meeting at Queens Hall at which Christabel Pankhurst, Emmeline Pankhurst and Emmeline Pethick Lawrence spoke. That summer he sold *Votes for Women* and chalked pavements. He was studying at Cambridge and joined the Cambridge Branch of the Men's League for Women's Suffrage but, unsatisfied with progress in the campaign, he resigned in 1911 and joined the Men's Political Union for Women's Enfranchisement. He was arrested during the Black Friday protest on 18 November 1910. A few weeks later, Hugh took a whip to Winston Churchill, who was home secretary, because he believed that Churchill was responsible for the police brutality shown to women on Black Friday. Hugh was sentenced to six weeks in prison and went on hunger strike. In March 1911, Hugh was arrested after trying to smash Churchill's windows in Eccleston Square and was sentenced to a month's imprisonment. He went on hunger strike and was forcibly fed. In 1913 he set fire to an empty train in Harrow. This time in prison, he was force fed again so many times until he was released under the Cat and Mouse Act. He did not return to prison but changed his name to Henry Forster, escaped to the continent, staying in Brussels until the start of the First World War. In 1915 he married Elsie Duval, Victor's sister. Despite marrying at the West London Synagogue and having his mother as a witness, his father disinherited him for marrying out of the Jewish faith and never saw him again. Tragically, Elsie died in the flu epidemic in 1919. Hugh married again in 1921 to Elsie Constance Tuke.

Further men's groups emerged. The Men's International Alliance for Women's Suffrage was launched at the conference of the International Alliance of Women's Suffrage in Stockholm in 1911. Its first congress was held in London in October 1912 at Hotel Cecil and the 1 November 1912 issue of *The Suffragette* reported the speech by Israel Zangwill giving lots of detail. The last group was founded by Maud Arncliffe Sennett in 1913 - the Northern Men's Federation for Women's Suffrage.

It was based in Scotland, non-political and law-abiding. Maud wanted men and women to cooperate on a deputation to Parliament. The Liberal Prime Minister Asquith refused to meet the deputation, but it went ahead regardless.

Finding out more

Digitisation of journals and annual reports of suffrage societies has made discovery of people, places, campaigns and events much easier. You can find many of these journals and annual reports on LSE Digital Library including the Men's League for Women's Suffrage monthly paper (1909-1914). A search of names (use double speech marks around name) will also produce lots of hits. Journals often have information about what the branches of a society are planning and what leaflets and pamphlets are being published (sometimes by men). Journals also have advertisements for meetings with list of speakers and many of these include men's names.

<https://digital.library.lse.ac.uk/collections/suffrage>

Annual reports of organisations often contain lists of subscribers. There will also be names of vice presidents and honorary vice presidents so new names can come to light.

Table of main suffrage journals

The Common Cause	National Union of Women's Suffrage Societies
The Church League for Women's Suffrage Monthly Paper	Church League for Women's Suffrage
Men's League for Women's Suffrage Monthly Paper	Men's League for Women's Suffrage
The Vote	Women's Freedom League
The Woman Worker	The National Federation of Women Workers
The Woman's Dreadnought	East London Federation of Suffragettes
Votes for Women	Women's Social and Political Union
The Workers' Dreadnought	The Workers Suffrage Federation

LSE Library is in the process of digitising the papers of George Lansbury, who was a Labour politician and women's suffrage supporter. The first three volumes are available, together with photographs from the collection.

<https://lse-atom.arkivum.net/index.php/uklse-dl1gl01>

LSE Library Flickr has many images from The Women's Library relating to suffrage. Some images show men signing petitions and there are images of leaflets and posters for suffrage meetings which include men on the platform.

Other digital resources are Mapping Women's Suffrage project which has biographical details of some male women's suffrage supporters. The Historical Association has a list of suffrage societies with details of their foundations.

<https://www.suffrageresources.org.uk/resource/3231/suffrage-societies-database-guide>

Googles Arts and Culture has this online exhibition about men and the suffrage movement.

<https://artsandculture.google.com/story/HgXhTLahLDp8Lg>

Digitized collections and disability histories: insights from the medical heritage library, inc.

Rachael Gillibrand

During the summer of 2021, I had the privilege of serving as the 'Jaipreet Virdi Fellow in Disability and Technology' at the Medical Heritage Library, Inc.¹ The Medical Heritage Library, founded in 2010 and incorporated in 2019, is a collaborative organization with a mission to provide open access resources relating to the history of medicine. Established by a consortium of health sciences archives and libraries,² the collection now comprises nearly 360,000 digitized copies of rare medical books, films, manuscripts, and journals.

The purpose of my fellowship was to work with these digital collections to produce three publicly accessible primary source data sets relating to the theme: 'disability technology'. This theme is so wide-ranging that my response to this subject could have taken various forms. I initially thought to focus on the history of technologies such as robotic arm prostheses or motorized wheelchairs. However, these devices often receive the most attention in both mainstream media and historical scholarship. Instead, I decided to develop resources that highlighted the more prevalent yet underrepresented disability technologies in society and constructed outputs about ocular aids, hearing aids, and dental technology.

OCULAR AIDS

My first source set focused on the history of visual aids. The World Health Organization reports that, today, approximately 2.2 billion people around the world have some form of visual impairment.³ As such, it was unsurprising to find an abundance of material in the Medical Heritage Library's archives related to the production, prescription, and use of spectacles throughout history. However, the collection also revealed something unexpected - several documents related to the adoption of radio and gramophone records as a disability technology.

The history of radio broadcasting is well documented, but the potential of radio and gramophone records as a means of delivering information and entertainment to those with visual impairments is often overlooked. Throughout my research, I uncovered a 1929 *Town Crier* article, in which an interviewee states that when she listens to the radio, 'I forget my blindness, forget everything except that I am one of the many thousands enjoying the same great pleasure'.⁴ I also found a 1922 *Literary Digest* article, in which a Miss Holterhoff says: 'I believe that the radiophone will be the greatest single force in history in ameliorating the condition of the blind'.⁵ These kind of documents highlight the ways in which radio technologies were adapted to serve the needs of the visually impaired. You can access this source set here. <https://www.medicalheritage.org/ocular-aids/>

¹ Medical Heritage Library, 'About', [medicalheritage.org <https://www.medicalheritage.org/about/>](https://www.medicalheritage.org/about/) [accessed April 2023].

² The Augustus C. Long Health Sciences Library (Columbia University); The College of Physicians of Philadelphia; The Cushing/Whitney Medical Library (Yale University); The Francis A. Countway Library of Medicine (Harvard University); the U.S. National Library of Medicine; and the Wellcome Library.

³ World Health Organisation, 'Blindness and Vision Impairment', [who.int https://www.who.int/news-room/fact-sheets/detail/blindness-and-visual-impairment](https://www.who.int/news-room/fact-sheets/detail/blindness-and-visual-impairment) [accessed April 2023].

⁴ Anon, 'What Radio Means to the Blind', *Town Crier* (June 1929).

⁵ Anon, 'Radio for the Blind', *Literary Digest*, 14:9 (August 1922).

HEARING AIDS

My second source set tracked the developments in the history of hearing technologies. When people discuss hearing aids today, it is likely that they are referring to the small electronic devices that sit either behind the ear or inside the opening of the ear. At the most basic level, these hearing aids work by receiving sound through a microphone, converting this sound into a digital signal, amplifying this digital signal, and then playing the amplified sound into the ear through a speaker. While I do talk about the origins of electrical hearing aids in my source set, I wanted to use this resource to encourage people to think about aural technology before the advent of electricity, such as hearing trumpets, dentaphones, audiphones and aurolese phones. You can read more about these devices by accessing the source set here.

<https://www.medicalheritage.org/hearing-aids/>

DENTAL TECHNOLOGY

My final source set discussed dental technology. Most people today would not consider tooth-decay and tooth-loss to be 'disabling' conditions. Many people are fortunate enough to have access to preventative measures like toothpaste and toothbrushes, as well dental care when things go wrong. However, in a time before easy access to affordable dental care, persistent dental problems resulted in several physical and social disabilities. The loss of teeth could, for example, lead to difficulties chewing and eating, as well as speech impediments that resulted in social ostracization. Writing in 1797, Nicolas Dubois de Chémant, praised dentures on account of their 'utility for mastication, the use of speech, and the ornament of the mouth'.⁶ As such, my final source set seeks to challenge the definition of 'disability technology' by asking readers to think more broadly about what constitutes a 'disability' and how people use/d technology to respond to this. You can access this source set here.

<https://www.medicalheritage.org/disability-and-technology-dentures/>

After I had constructed these primary source sets, I concluded my time as 'Japireet Viridi Fellow' by authoring a user-friendly guide to navigating the Medical Heritage Library's archives. As an academic tutor and lecturer, I have noticed that my students often struggle to search archival databases despite being proficient in general search engines. Consequently, I aimed to create a public guide that could assist users in navigating the Medical Heritage Library's collections, without requiring prior knowledge of library and archival systems.

The guide provides an overview of the benefits and challenges associated with different search types, such as using broad keywords to identify the archive's contents before moving on to more specific searches. It encourages readers to consider the ways in which language has evolved and how using potentially offensive or outdated terms can still generate relevant results. Furthermore, the guide presents various tips for searching digital databases, including the use of synonyms and abbreviations of keywords, the truncation method of searching, the exclusion of specific results by using the "NOT" search term, and the use of apostrophes in searches.

⁶ Nicolas Dubois de Chémant, *A Dissertation On Artificial Teeth In General* (London: J. Barker, 1797), p. 6

While these suggestions may seem rudimentary to library professionals, the widespread use of AI in everyday search engines has rendered these skills less necessary for the general public.

My objective was not only to create three primary source data sets but also to serve as a launchpad for readers to initiate their research and provide examples of potential research avenues. You can find a copy of the search guide here.

<https://docs.google.com/document/d/1utf2vUizvN0lxK-xNfQo2-1zCHXaj7t9DeXjxkE2ryY/edit>

Overall, my fellowship at the Medical Heritage Library was a valuable opportunity to explore the intersection of disability and technology in history. By creating primary source sets and a guide to searching the archives, I hope to make these resources more accessible to a wider audience and inspire further research on this important topic.

Dr Rachael Gillibrand is currently employed as a Lecturer in the Schools of English and History at the University of Leeds. Her research is currently concerned with the relationship between dis/ability and technology in the fifteenth and sixteenth centuries—including the ways in which premodern people designed, constructed, and used various assistive and medical technologies to augment the body in response to physical impairment. If you would like to stay up to date with her work, you can find her on Twitter @r_gillibrand.

The Paralympic Heritage Trail App

Samuel Brady (He/Him)

AHRC funded Collaborative Doctoral Award candidate

Working in partnership with the University of Glasgow and the National Paralympic Heritage Trust

Research project: The Social, Political and Technical History of Sporting Wheelchairs

s.brady.1@research.gla.ac.uk

Twitter: @SamB24

ORCID: 0000-0003-4756-9491

Beginning in November 2021, the National Paralympic Heritage Trust (referred to hereafter as the NPHT) began a project to develop a walking trail mobile phone application. Utilising oral history recordings, archival materials and digitised objects, the application highlights the history of the Paralympics within the site of Stoke Mandeville Hospital, in Buckinghamshire, UK. Moreover, the app acts as a form of public outreach, as artwork developed with members of the local community or projects conducted with disabled groups will be featured alongside archival and historic content. This article outlines the aims and development of the project, as the use of the app format allowed for new approaches to accessibility and the inclusion of a range of objects from the NPHT's collections.

This article is adapted from a talk given in November 2022 as part of the Buckinghamshire History Festival.

About the App

The key feature of the app is the Paralympic Heritage Trail, an 18-stop self-guided tour around Stoke Mandeville Stadium and Stoke Mandeville Hospital, the historic home of the Paralympic movement. The variety of the stops highlights the multidisciplinary nature of disability sport history. For instance, stops around Stoke Mandeville Hospital highlight the rehabilitative origin of wheelchair sports, whilst markers around Stoke Mandeville Stadium celebrate modern Paralympic movement and achievements of elite athletes. A range of landmarks are used to frame these narratives, from buildings and statues to street signs, plaques, and murals.

Content was curated with the intention of showcasing the variety of methodologies in the NPHT's collections. The majority of written content was researched using a combination of academic, non-academic, and archival sources, alongside the researcher's pre-existing knowledge of the subject area. Photos, documents, and videos add visual flair to the written content, and help to underscore the transformation of the area around Stoke Mandeville Hospital between the 1940s and 2020s. Additionally, a range of physical objects were included, either as images or 3D models, to showcase the material history of the Games. Examples include medals, Paralympic torches, mascot memorabilia and more unusual items, such as a commemorative shovel.

Similarly, oral history interviews collected for the project add valuable personal narratives to each stop, such as athletes' experiences of accommodation during the 1984 Games (which were held at Stoke Mandeville) or memories of the London 2012 Games opening ceremony.

Project History

The Paralympic Heritage Trail app is the result of a previously planned project to install physical information boards around Stoke Mandeville Hospital and Stoke Mandeville Stadium. This project was halted due to the impact of Covid-19 in March 2020. Later, the focus of the project shifted from physical information boards to a mobile phone application. The re-designed app project retained many of the key tenets of the original project, such as:

- **The route:** The planned placement of physical information boards around Stoke Mandeville was adapted (with minor revisions and additions) into a walking route. This trail takes the user from the Olympic Lodge and Stoke Mandeville Stadium to the grounds of the original Stoke Mandeville Games (the precursor to the Paralympics) to the Spinal Cord Injury Unit at Stoke Mandeville Hospital, the first of its kind in the UK.
- **Community engagement:** This project was funded by the HS2 Community and Environment Fund. As part of the wish to engage the local community with the history of the Paralympics, the project sought to include collaborative art pieces. These would be created by students in local schools, and displayed nearby. Once the project became digital, it was decided these artworks would be integrated into the content of nearby stops, to reflect the historic and modern support of the Games by the local community.
- **Collaboration with local partner organisations:** The project involved co-ordination with organisations such as WheelPower: British Wheelchair Sport – the organisation who runs Stoke Mandeville Stadium – and Buckinghamshire Council. This was carried into the app, as information about the history of WheelPower was included, and the researcher drew on resources held by Buckinghamshire Council's archive service.

However, the shift towards the app allowed for extensions and additions to the original project:

- **Scope:** As compared to a physical information board, the app allowed for more information, sources, and stories to be included. For instance, the stop about the mascot of the London 2012 Paralympic Games included wider information about both other Paralympic mascots and the London 2012 Games, which were not previously planned. As well, the app format allowed for the inclusion of digital sources, such as oral history clips, videos, and 3D images of objects. In this way, the app serves to highlight not only the history of the Paralympics, but to highlight the collections of the NPHT and its ongoing digital projects. Finally, the flexibility of the app was able to accommodate other possible uses. For instance, resources for schools/children were included to allow for further learning directly in the app.

- **Accessibility:** By focusing only on a virtual experience, the project could ensure a greater focus on accessibility. For instance, the ability to change text size and font was included in the app, which would not be possible on physical information boards. Similarly, a downloadable app allows for individuals to access the app from anywhere in the world and experience the content remotely. Whilst intended to be an in-person experience, it was felt that this flexibility allowed the route to be more accessible to a wider range of people. In the development process, accessibility was an ongoing concern, and feedback from a range of disabled people helped to improve experiences of both the app and physical trail. For instance, based on feedback from Buckinghamshire Disability Service, a local disability advocacy group, the system for directions was overhauled to include information about nearby amenities (toilets, benches, cafes) and possible sources of sensory overload (noise, traffic) to allow users to rest and plan their route accordingly.
- **Input of disabled people:** Related to community engagement, it was felt the trail content should reflect the NPHT's collaboration with disabled individuals and groups. This was achieved in a number of ways afforded by the move to the app. During content curation, multiple trails were considered to offer different routes and feature different content. One such route is an accessibility path designed by the Buckinghamshire Disability Service in 2012, marking a wheelchair-friendly route between Stoke Mandeville Stadium and local train stations for those visiting. Physical markers of the route can still be found in the area. In the future, the app will mark out the route out for user and provide some contextual information on the route and its creation. Similarly, the app features videos and audio recordings of 'I Have a Voice Too!', an Aylesbury-based theatre group for adults with special needs, who collaborated with the NPHT in a project related to Elizabeth II's Platinum Jubilee in 2022.¹ Much like the inclusion of oral histories, the digital nature of the app format allowed for the trail project to showcase more aspects of disabled people's work, lives and experiences.
- **Practicality:** A digital platform presented many advantages to the NPHT, such as lower development costs and fewer administrative barriers. Moreover, the content of an app will be easier and cheaper for the NPHT to update in the future as compared to physical information boards.

¹ More on the Sing-a-Song Project and the awarding of a Tree from the Tree of Trees for this project can be found on the NPHT's website. <https://www.paralympicheritage.org.uk/sing-a-song-for-the-queen> and <https://www.paralympicheritage.org.uk/News/npht-singing-for-the-queen-receives-trees-of-trees-sculpture>

Discussion

At time of writing, final alterations are being made to the project, with the aim of launching later in 2023.

As the project is still underdevelopment, it is not possible to draw definitive conclusions on the value of the app to the NPHT's public engagement efforts, or its relevance to historic research. Yet the ability of the app to showcase a range of archival sources, oral histories and academic research alongside educational resources and community-involved art highlights how these distinct forms of Paralympic history interact and complement each other.

The aim of the project was to provide a new digital experience for visitors to the NPHT and highlight the history on their doorstep. However, the project took on new meaning as development continued. Significantly, the increased scope of the digital format afforded a broader range of content to be included. This not only showcases the range of objects, documents and images in the NPHT's collections, but highlights the rich and multidisciplinary nature of Paralympic history.

Disability, Higher Education, Teaching and Learning Bibliography

Feb- April. 2023

Stigma

Nieminen, J. H. (2023). A spanner in the works: the portrayal of disabled students in assessment adjustment research. *International Studies in Sociology of Education*, 32(1), 30–55. <https://doi.org/10.1080/09620214.2022.2118809>

Abstract: In scholarly research, disabilities are predominantly understood as something that obscures assessment rather than enriches it. In this study, I examine how research on assessment adjustments (e.g. extra time in tests and separate testing rooms) portrays disabled students. I discuss how this area of research plays a role in constructing an image of 'the ideal student' and its shadow, the 'non-ideal student'. I conduct a critical review to analyse how 26 assessment adjustment studies portray their object, disabled students, as being ontologically different from normal and ideal students. The 'disabled examinee' is portrayed as 'a spanner in the works' that endangers the objectivity of the assessment systems in higher education. Disabled students are framed as 'Others' who pose a danger for academic standards and integrity: assessment adjustments are thus seen as safeguarding academia from this danger. I argue that this portrayal contributes to marginalising disabled students in higher education. [ABSTRACT FROM AUTHOR]

Teaching and Learning

I'm a disabled student – this is what I worry about when applying to your university. (2023, March 2). THE Campus Learn, Share, Connect.

<https://www.timeshighereducation.com/campus/im-disabled-student-what-i-worry-about-when-applying-your-university>

Abstract: Phoebe Allen, an A-level student with cerebral palsy and full-time wheelchair user, outlines how universities can better accommodate disabled students

Aquino, K. C., & Scott, S. (2022). Disability resource professionals' perceived challenges in minority-serving institutions during COVID-19: Recommendations for supporting students with disabilities. *Journal of Diversity in Higher Education*, 15(5), 542–547.

<https://doi.org/10.1037/dhe0000428>

Abstract: The COVID-19 pandemic impacted all components of higher education, with current inequities within the campus setting exacerbated, creating larger disparities between individuals with and without readily available access to needed resources. Utilizing data collected from a national survey, this article highlights the perceptions and experiences of disability resource professionals (DRPs) employed at minority-serving institutions (MSIs) on how students with disabilities fared during the COVID-19 pandemic,

as well as potential recommendations for supporting students with disabilities at MSIs for the future. The experiences of DRPs working at MSIs during the COVID-19 pandemic reveal challenges for students with disabilities that may complicate or significantly impact their academic experience within the MSI setting.

Bass, S. A. (2023). Redesigning College for Student Success: Holistic Education, Inclusive Personalized Support, and Responsive Initiatives for a Digitally Immersed, Stressed, and Diverse Student Body. *Change: The Magazine of Higher Learning*, 55(2), 4–13.
<https://doi.org/10.1080/00091383.2023.2180273>

Compton, M., Standen, A., & Watson, B. (2023). 'Not as a temporary fluke but as standard': realising the affordances of hybrid and online teaching for inclusive and sustainable education. *Journal of Learning Development in Higher Education*, 26.
<https://doi.org/10.47408/jldhe.vi26.948>

Abstract: 84.5% of disabled students (Disabled Students UK, 2022) reported that the continuation of online or distance learning and teaching options post-pandemic would be beneficial. While concerns about quality of experience, isolation, wellbeing, access to technology and poor pedagogy in online and hybrid interactions are legitimate and must form part of decision-making, so too must considerations about the affordances of these ways of working and teaching. Framed around inclusive practice, and flexibility and sustainability drivers to enhance belonging, community and collaboration, we argue there are imperatives for us to learn the hard lessons of the pandemic and to listen to the voices of those who benefitted from changes in how and where teaching and assessment happened, especially in terms of so called 'hybrid' teaching. Our argument is framed by reflections on our own institution's approach to hybrid teaching and working, the literature on experiences of remote learning during the pandemic, and –most centrally–the experiences and perspectives of students with disabilities.

Dollinger, M., Finneran, R., & Ajjawi, R. (2023). Exploring the experiences of students with disabilities in work-integrated learning. *Journal of Higher Education Policy and Management*, 45(1), 3–18.
<https://doi.org/10.1080/1360080X.2022.2129317>

Abstract: Work-integrated learning (WIL) or university placements are valuable opportunities for students to apply their knowledge in an authentic work setting and help support their transition from university to employment. However, as our study evidenced, students with disability face significant and unique barriers to securing and completing WIL placements. In this study, we surveyed students with disability at an Australian university (n = 132) to explore their experiences and perceptions of WIL placements.

Our findings indicate that while many students are motivated to participate in placements, they have concerns about how their disability, medical or mental health condition(s) will be accepted by the organisations and whether their requests for accommodations will be facilitated without judgement from supervisors. The findings from our study are relevant to the fields of disability/inclusion and employability, as the results showcase that current policies and practices do not adequately support diverse students.

Hamilton, P. R., Hulme, J. A., & Harrison, E. D. (2023). Experiences of higher education for students with chronic illnesses. *Disability & Society*, 38(1), 21–
<https://doi.org/10.1080/09687599.2021.1907549>

Abstract: This paper explores the experiences of students with chronic illnesses in UK universities. Sixty-seven students with chronic illnesses completed an online survey with open-ended questions about their experiences in higher education. Questions covered four main topics: academic work; university staff; social and extracurricular activities; and participants' miscellaneous opinions. Using thematic analysis, the data were analysed with references to the social model of disability and social representations of chronic illness. Participants wrote of misconceptions surrounding chronic illnesses, a sense of inequality, and feeling undervalued. Many staff members seemed to lack understanding and so 'policed' academic regulations rather than accommodating for their chronic illnesses. However, some participants wrote of social and academic 'allies' who offered understanding and proactive support. The findings add substance to the chronic illness literature with the focus on students at university, and we offer recommendations to universities for improving inclusivity for students with chronic illnesses.

Longmeier, M. M., & Foster, A. K. (2022). Accessibility and Disability Services for Libraries: A Survey of Large, Research-Intensive Institutions. *Portal: Libraries and the Academy*, 22(4), 823–853. <https://doi.org/10.1353/pla.2022.0044>

Abstract: As academic libraries prioritize accessibility for all individuals, they have carried out transformations of their physical and virtual spaces. For example, they have purchased new hardware, software, and furniture; adjusted websites for screen readers; modified handouts used in instruction; and advocated for change with vendors of leased and purchased content. Whether driven by campus mandates, state regulations, lawsuits, or more proactive motives, libraries have reviewed and improved the delivery of their content to better serve the needs of all users. Several surveys cover the disability and accessibility services available at libraries and how they have changed over time, but few studies examine who within the library provides support to users and how changes in campus and state requirements impact the delivery of these services.

This article summarizes the results of a survey of Association of Research Libraries (ARL) institutions in October 2020 related to what services the library provides, whether they have changed due to campus or state requirements, which positions within libraries provide support, and what the impetus was for offering services. The authors also discuss implications for scalable support of disability and accessibility services at university libraries.

TASO. (2023). *What works to reduce equality gaps for disabled students*.

<https://s33320.pcdn.co/wp-content/uploads/TASO-report-what-works-to-reduce-equality-gaps-for-disabled-students.pdf>

Abstract: At Transforming Access and Student Outcomes in Higher Education (TASO), we want to help the sector better understand if efforts to close equality gaps are working. A key part of this work is reviewing the existing research on different types of support offered to disadvantaged or underrepresented students.

With the help of the University of Lincoln, we've recently reviewed the evidence base on what works to reduce equality gaps for disabled students. The review found that despite the legal requirements, and government funding to provide reasonable adjustments and support services for disabled students, there is little high-quality evidence on what is effective. There are a number of studies which suggest a positive correlation between adjustments and higher education success for disabled students. But no definitive causal link.

Accessibility

Brinn, S., Cameron, C., Fielding, D., Frankston, C., Fromme, A., Huang, P., Nazzaro, M., Orphan, S., Sigurdsson, S., Tay, R., Yang, M., & Zhou, Q. (2022). *A framework for improving the accessibility of research papers on arXiv.org*.

arXiv. <https://doi.org/10.48550/arXiv.2212.07286>

Abstract:

The research content hosted by arXiv is not fully accessible to everyone due to disabilities and other barriers. This matters because a significant proportion of people have reading and visual disabilities, it is important to our community that arXiv is as open as possible, and if science is to advance, we need wide and diverse participation. In addition, we have mandates to become accessible, and accessible content benefits everyone. In this paper, we will describe the accessibility problems with research, review current mitigations (and explain why they aren't sufficient), and share the results of our user research with scientists and accessibility experts. Finally, we will present arXiv's proposed next step towards more open science: offering HTML alongside existing PDF and TeX formats. An accessible HTML version of this paper is also available at https://info.arxiv.org/about/accessibility_research_report.html

AI & Accessibility: The present and potential future of automated transcriptions. (2023, January 16). *National Centre for AI*.
<http://nationalcentreforai.jiscinvolve.org/wp/2023/01/16/ai-accessibility-the-present-and-potential-future-of-automated-transcriptions/>

Autism

Davidson, D., DiClemente, C. M., & Hilvert, E. (2023). Experiences and insights of college students with autism spectrum disorder: an exploratory assessment to inform interventions. *Journal of American College Health*, 71(1), 10–13.
<https://doi.org/10.1080/07448481.2021.1876708>

Abstract:

Objective: College students with autism spectrum disorder (ASD) experience elevated drop-out rates, peer difficulties, and mental health concerns compared to their neurotypical counterparts. Thus, the first-hand concerns of college students with ASD were examined, so that supports can be appropriately tailored. Methods: Responses of 31 college students with ASD were examined in relation to 39 demographically similar neurotypical students regarding students' college experiences (e.g., social interactions, mental health, daily living habits). Students with ASD also provided recommendations for improving college support programs. Results: Difficulties unique to students with ASD included trouble conversing with peers, feeling isolated despite preferences to be alone, inaccessible extra-curricular activities, and experiencing anxiety and depression resulting from social demands. Notably, these students endorsed desire for a "social group" to learn from the experiences of successful students. Conclusions: Practical targets were identified for university-implemented support groups, such as navigating social interactions and processing experiences with peers. [ABSTRACT FROM AUTHOR]

Blind students

Domínguez-Reyes, R., Moreno, L., Muñoz-Sánchez, A., Ruiz Mezcuca, B., & Savoini, B. (2023). Modular 3-D-Printed Education Tool for Blind and Visually Impaired Students Oriented to Net Structures. *IEEE Transactions on Education*, 66(1), 55–61.
<https://doi.org/10.1109/TE.2022.3183244>

Abstract: Contribution: This article presents the design, creation, testing, and results after the use of a 3-D-printed educational tool that helped a blind student learning electric circuits theory in higher education. Background: Educational tools oriented to visually impaired and blind students in higher education are limited or even non-existent in the STEM area. Previous developments on the field present in the literature, including other 3-D printing solutions, have been revised and compared to the proposed educational tool.

Intended Outcomes: The tool was tested by a blind student in order to test the potential of the design to achieve a better understanding of the topology and performance of electric circuits. The main purpose of the tool described in this work is helping to increase the resources available in the field of teaching students with visual impairments. Application Design: 3-D technology has the potential to be used to create accessibility tools for visually impaired and blind individuals. Modular systems can be used to create complex structures using simple elements. A modular 3-D-printed tool was fabricated to help blind and visually impaired students to learn net structures. Findings: The 3-D tool has allowed the blind student to work autonomously in the study of simple electric circuits and supplies the teacher with a resource to communicate with the student in an easy and fast way. Updated design can be used to describe more complex net structures that can be applied to most electric circuits despite their complexity. The use of the modular system provided the blind student with a direct representation of the whole subject, even when it involved a great amount of graphical information and manipulation.

Dyslexia

Welton, K. (2023). Dyslexia in higher education: enhancing student belonging and overcoming barriers to achievement through communities of practice.

Journal of Learning Development in Higher Education, 26.

<https://doi.org/10.47408/jldhe.vi26.933>

Abstract: Feeling that they belong is a crucial part of a student's learning journey which impacts enjoyment, attainment and retention. Dyslexic students can feel isolated within their diagnosis and do not openly discuss their inherent challenges and strengths, often due to previous educational and/or social misconceptions. In the United Kingdom, with a professional diagnosis, tailored support for this Specific Learning Difference (SpLD) may be sought through government funding known as Disabled Students' Allowance (DSA). However, many dyslexic students remain undiagnosed, or do not wish to disclose, and this, combined with a reduction in DSA funding in 2015, has negatively impacted the achievement and affinity of this cohort. Although as a result of this funding cut higher education institutions became legally responsible for making reasonable adjustments to their teaching practices, this broad-brush approach does not support dyslexic students in understanding the many intricacies associated with this SpLD, or how to navigate their learning in a higher education context. To bridge this gap, and help like-minded students share ideas to help others whilst also developing their own skills and confidence, I initiated a community of practice (CoP). After a year of fortnightly meetings, a group of empowered individuals, who had a much deeper understanding of what being dyslexic meant, emerged with newfound confidence, having connected and collaborated with neurologically similar people

Neurodiversity/ Autism

How HE forces neurodivergent people to adapt. (n.d.). *Wonkhe*. Retrieved March 28, 2023, from <https://wonkhe.com/blogs/how-he-forces-neurodivergent-people-to-adapt/>

Meeting the needs of neurodivergent students. (2023, March 17). Unite Group. <https://www.unitegroup.com/neurodivergent-students-report>

Abstract: The report 'An asset not a problem: Meeting the needs of neurodivergent students' is based on a survey of more than 2,000 university applicants across the UK, as well as a focus group with neurodivergent students currently studying at University of Bristol.

The survey found autistic applicants and applicants with ADHD are more likely to have a range of specific learning disabilities, including dyslexia, dyscalculia, or dyspraxia. The report also found that just over half (52%) have experienced depression recently, and almost two thirds (63%) have experienced anxiety in the last two years – both statistics being above the average for all applicants. Neurodivergent applicants were also more likely to have experienced OCD (Obsessive Compulsive Disorder), eating disorders, personality disorders and PTSD (Post-Traumatic Stress Disorder).

Inclusion Cafe: Neurodiversity. (n.d.). Retrieved March 28, 2023, from https://www.youtube.com/watch?v=D_1TZQImIPs

Royal College of Nursing event.

Featuring Fraser Smith and Dr Rachael Major, the event explored the unique and often overlooked experiences of women with autism & Asperger's.

Scott, M., Leppanen, J., Allen, M., Jarrold, C., & Sedgewick, F. (2023). Longitudinal Analysis of Mental Health in Autistic University Students Across an Academic Year.

Journal of Autism and Developmental Disorders, 53(3), 1107–1116.

<https://doi.org/10.1007/s10803-022-05560-9>

Abstract: Autistic people have worse mental health (MH) than non-autistic people. This proof-of-concept study explored feasibility of longitudinal research with autistic university students, focusing on their MH and coping styles across an academic year.

Mental Health

Emerson, D. J., Hair, J. F., & Smith, K. J. (2023). Psychological Distress, Burnout, and Business Student Turnover: The Role of Resilience as a Coping Mechanism.

Research in Higher Education, 64(2), 228–259.

<https://doi.org/10.1007/s11162-022-09704-9>

Abstract: This study's purpose is to examine whether resilience, conceptualized by Connor and Davidson (2003) as one's capacity to persevere and rebound under adversity, was a potential mitigating and/or moderating factor in the dynamic between both psychological distress and academic burnout, and student attrition. We concurrently distributed a survey containing a series of psychometric instruments to a convenience sample of 1,119 students pursuing various business majors at four geographically diverse U.S. universities. Via structural equations modelling analysis, we measured the associations between psychological distress, academic burnout, and departure intentions, and investigated whether student resilience levels are associated with lower distress, burnout, and departure intentions levels. The results indicated significant positive associations between psychological distress and each of the elements of academic burnout, and significant positive associations between the academic burnout elements and departure intentions. However, while resilience did not moderate those associations it did attenuate them through its direct negative associations with both psychological distress and the cynicism and academic inefficacy elements of academic burnout. Based on these findings, we discuss implications for business educators seeking to enhance individual resilience levels as a coping strategy to combat voluntary student turnover, and better prepare students for the demands of the workplace.

This article is an examination of intersecting outcomes of deteriorating student mental health, disrupted socialization skills, declining preparatory academic performance, and the impact of traumatic domestic and global events on a diverse and digitally immersed Generation Z.

Highly fragmented and specialized bureaucratic structures designed in a different era are mismatched to the current diverse and stressed student population, harming student success and well-being.

This article identifies educational options and resources that are student-centered, holistic, inclusive of structural reform, and targeted at student success and well-being.

Gorman, K. S., & Brennan, K. M. (2023). Mental Illness Public Stigma and Treatment Seeking among University Students. *Journal of College Student Psychotherapy*, 37(1), 52–70.

<https://doi.org/10.1080/87568225.2021.1891006>

Abstract: While stigma is a complex, multidimensional concept, research regarding mental illness stigma has not been clearly defined or consistently measured across studies, thus limiting the broad application of this research.

The current study examined the relationship between several dimensions of public stigma and treatment utilization for mental illness in a university student population. We found significant differences in public stigma endorsement among different treatment utilization groups. Perceptions of dangerousness to others and exclusionary sentiments were the two stigma variables that predicted treatment usage. The implications for using this information about stigma on a university campus are discussed.

Gross, E. B., Kattari, S. K., Wilcox, R., Ernst, S., Steel, M., & Parrish, D. (2022). Intricate Realities: Mental Health among Trans, Nonbinary, and Gender Diverse College Students. *Youth, 2*(4), 733–745.
<https://doi.org/10.3390/youth2040052>

Abstract: The rates of depression, anxiety, and suicidal ideation have all increased among U.S. college students. The utilization of mental health services has also risen. Transgender/gender diverse (TGD) young people experience high rates of mental health concerns. Little is known regarding TGD students needing mental health services, if they are accessing them, and the differences in who accesses these services. This pilot study (N = 121), conducted online from 2021 to 2022, explores the mental health of the TGD students and the mental health services at a Midwest public university. Of the total sample, 68.1% described their mental health as being fair or poor. Disabled students were significantly more likely to self-report a negative mental health status (76.7%) than their non-disabled peers (58.9%). Nonbinary individuals were also significantly more likely to indicate negative mental health (79.5%) than their binary counterparts (47.6%). Notably, 6.6% of students with current depression diagnoses, 7.1% with current anxiety diagnoses, 11.8% with recent thoughts of NSSI, and 3.3% with recent suicide attempts had not accessed mental health services. This study indicates the need for more accessible TGD affirming mental health care for TGD students, and opportunities for innovation with interventions to better support TGD college and university students.

Healy, C., Ryan, Á., Moran, C. N., Harkin, D. W., Doyle, F., & Hickey, A. (2023). Medical students, mental health and the role of resilience – A cross-sectional study. *Medical Teacher, 45*(1), 40–48. <https://doi.org/10.1080/0142159X.2022.2128735>

Ladejo, J. (2023). A Thematic Analysis of the Reported Effect Anxiety Has on University Students. *Education and Urban Society, 55*(3), 289–313.
<https://doi.org/10.1177/00131245211062512>

Abstract: The number of university students experiencing mental health issues in the UK is increasing and a high number of students are dropping out of university as a result. Literature highlights a lack of knowledge regarding this topic and the significance in educating society. The aim of this qualitative study was to provide further insights as to why students are experiencing anxiety and into help-seeking behaviour amongst university students.

A thematic analysis was used to analyse a total of 118 blog entries of students discussing the impact of university on mental health. Findings highlighted three main themes: Balancing priorities, Fear of failure, and Critical incidents. These themes are discussed in terms of possible risk factors contributing to students experiencing anxiety while at university. Findings together with recommendations listed in this study offer higher education staff and institutions the opportunity to explore areas of focus and improve university students' mental health. [ABSTRACT FROM AUTHOR]

Lister, K., Seale, J., & Douce, C. (2023). Mental health in distance learning: a taxonomy of barriers and enablers to student mental wellbeing. *Open Learning: The Journal of Open, Distance and e-Learning*, 38(2), 102–116.
<https://doi.org/10.1080/02680513.2021.1899907>

Meeks, K., Peak, A. S., & Dreihaus, A. (2023). Depression, anxiety, and stress among students, faculty, and staff. *Journal of American College Health*, 71(2), 348–354.
<https://doi.org/10.1080/07448481.2021.1891913>

Abstract: Student mental health is a critical issue in higher education. It is understood that higher education can act to trigger or exacerbate mental health difficulties, but research in this area has focused primarily on campus environments, identifying stressors such as halls of residence. Since distance learning students disclose mental health issues at a higher rate than campus students, and completion and progression gaps are on a par with the sector, the barriers and enablers to mental wellbeing in distance learning must be understood. This paper reports on a qualitative study that investigated barriers and enablers to mental wellbeing and study success that students experienced in distance learning. Sixteen distance learning students and five tutors were interviewed using narrative enquiry; students told their own stories and tutors told stories of students they had supported. Barriers and enablers were identified across different aspects of study, skills-development and the distance learning environment, and are presented in a taxonomy of barriers and enablers that suggest a range of implications for distance learning educators and policy developers. [ABSTRACT FROM AUTHOR]

Objectives: To identify and compare the prevalence of depression, anxiety, and stress among and between students and faculty/staff; and to determine and contrast the coping mechanisms utilized and barriers to mental health care perceived within and between these two populations. Participants: A total of 448 students and faculty/staff from a Midwestern university. Methods: An electronic survey including the 21 question Depression, Anxiety, and Stress Scale and an exploration of individual coping mechanisms and perceived barriers to mental health care.

Results: Approximately one-third of the campus community experience symptoms consistent with severe or extremely severe depression (28.3% faculty/staff, 31% students), anxiety (38.6% faculty/staff, 41.8% students), and/or stress (31.1% faculty/staff, 33.9% students). There were significant differences between faculty/staff and students in regard to mental health coping mechanisms utilized and perceived barriers to professional mental health treatment. Conclusion: Mental health problems are common in both faculty/staff and student populations. [ABSTRACT FROM AUTHOR]

Franzoi, I. G., Carnevale, G., Sauta, M. D., & Granieri, A. (2023). Housing conditions and psychological distress among higher education students: a systematic literature review. *Journal of Further and Higher Education*, 47(2), 229–241.
<https://doi.org/10.1080/0309877X.2022.2102416>

Abstract: Housing has been identified as one of the most important areas related to individual well-being in emerging adults attending a tertiary educational institution. Thus, the purpose of this systematic review is to explore the relationship between students' housing conditions and students' psychological, mental, and emotional wellbeing. The review was conducted in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses guidelines. Outcomes were categorised into 10 categories: 1. homesickness and adaptation to college life; 2. overall health and distress; 3. sleep; 4. depression, anxiety, and other mental health conditions; 5. alcohol abuse; 6. substance abuse; 7. tobacco use; 8. internet addiction; 9. eating disorders; and 10. sexual behaviours. Student housing conditions play an important role in a variety of health and health-related problems. These findings underscore the relationship between housing conditions and different facets of students' mental and physical wellbeing, emphasising the importance of addressing housing conditions in mental health prevention and intervention programmes.

Implementation and Feasibility of a Group Mindfulness Intervention for Undergraduate Engineering Students - AEE Advances in Engineering Education. (2023, February 3).
<https://advances.asee.org/implementation-and-feasibility-of-a-group-mindfulness-intervention-for-undergraduate-engineering-students>

ABSTRACT Students' mental health and well-being are increasingly recognized as urgent and important needs in engineering education. Mindfulness-based interventions, in which students learn and practice present-focused techniques such as meditation and deep breathing, have been demonstrated to positively affect college students' well-being.

Li, X., Luo, X., Cox, A., Zhang, Y., & Lu, Y. (2023). The mental health information needs of Chinese university students and their use of online resources: a holistic model. *Journal of Documentation*, 79(2), 442–467. <https://doi.org/10.1108/JD-12-2021->

Abstract: Purpose: This research aims to explore the nature of Chinese students' mental health information needs and to identify the online resources they use to meet those needs.

Design/methodology/approach: Data was collected from three Chinese research-oriented universities using semi-structured interviews and a survey. Twenty-five university students with varied backgrounds were selected for semi-structured interviews to explore the triggers and nature of their needs. Then, printed and online questionnaires were distributed to undergraduate and postgraduate students and 541 valid responses were processed for descriptive statistical analysis and variance analysis.

Findings: The following findings were incurred. First, the triggers of university students' mental health information needs mainly are mental health being in the news, personal interest in gaining mental health knowledge, mental health issues, required formal learning and preparation for mental health counselling. Second, eleven types of information are used, with an emphasis on employment pressure, study stress and self-understanding. Third, mental health information needs differ with mental health status and some social-demographic factors (including gender, urban or rural origin and educational stage). Fourth, information needs can be characterized as dynamic; complex and diverse but concentrated on a few types; ambiguous and hard for participants to define; private; stigmatized; self-dependent and substitutable. Fifth, Internet sources used to meet such needs are mainly search engines, Question and Answer platforms, public social media platforms. Finally, a model of mental health information needs was built based on the above findings to map the whole process from what triggers a need, to the content and characteristics of information need, and online resources used to meet those needs

SMaRteN Student Mental Health Research Network - #SmartenShowcase - London, 4/11/22. (n.d.). Retrieved January 14, 2023, from <https://www.youtube.com/watch?v=yoltaKaUQ4M>

Suh, H. N., Pigott, T., Rice, K. G., Davis, D. E., & Andrade, A. C. (2023). Meta-analysis of the relationship between self-critical perfectionism and depressive symptoms: Comparison between Asian American and Asian international college students. *Journal of Counselling Psychology*, 70(2), 203–211. <https://doi.org/10.1037/cou0000653>

Abstract: A body of research has been dedicated to demonstrating the relationship of perfectionism with a range of mental health indicators. Self-critical perfectionism, a component of perfectionism, has been framed primarily in a negative light within the mental health context. Given that research informs educational and clinical practices, it is important to explore the degree to which such findings generalize across cultures and subcultures.

The current meta-analytic research systemically collated studies conducted with Asian college students with a particular attention to exploring whether orientation to Asian culture and cultural values correspondingly moderates the relationship between self-critical perfectionism and depressive symptoms. The degree of upholding Asian cultural values was represented by group identity (i.e., Asian American and Asian international). Eleven studies (N = 3,239) were identified through the literature search. Findings from the random-effects meta-analysis indicated a significant relationship between self-critical perfectionism and depressive symptoms in the overall sample. The group identity significantly moderated the relationship; among Asian international college students, self-critical perfectionism appeared to have a less harmful effect on mental distress compared to Asian American college students. Self-cultivation-one of the salient and virtuous Asian cultural values that aligns with self-critical perfectionism-may have motivated continuous striving for self-improvement to fulfil the honourable duty for their family for Asian international students. Additional findings and implications of the study are further discussed. (PsycInfo Database Record (c) 2023 APA, all rights reserved).

Tindle, R., Abo Hamza, E. G., Helal, A. A., Ayoub, A. E. A., & Moustafa, A. A. (2022). A scoping review of the psychosocial correlates of academic performance. *Review of Education*, 10(3). <https://doi.org/10.1002/rev3.3371>

Understanding the psychosocial factors that positively and negatively impact academic performance is important to help students succeed and persist in higher education. In this article, we conducted a scoping review to clarify and identify the psychosocial factors affecting university students' academic performance. The initial search returned 1657 articles and 36 articles met the inclusion criteria. Inspection of the articles was conducted to identify the relationship between psychological and social variables on academic performance. We found that psychosocial factors were significantly related to university students' academic performance. Specifically, academic performance was often correlated with social support, motivation, stress, satisfaction, self-efficacy, anxiety and depression, prior academic achievement, study effort, adjustment, family, and emotions. This scoping review defines what constitutes a psychosocial factor within the context of university students' academic performance. We encourage future research to explore the understudied psychosocial variables and not overlook the role of social factors on academic performance.

Launch of a new Toolkit “Creative Commons Licences: A Guide to Data Protection & Copyright” By Naomi Korn, CEO Naomi Korn Associates

We are delighted to announce the launch of a new Toolkit to support National Lottery Heritage Fund projects understand and ethically manage openly licensed materials.

Projects funded by the National Lottery Heritage Fund are required to meet the open licensing requirement of a **Creative Commons** BY 4.0 licence. <https://www.heritagefund.org.uk/funding/-good-practice-guidance/digital-guidance-projects>.

However, copyright and data protection obligations can present interrelated complex areas that some projects will need to navigate to fulfil their **Creative Commons** licensing requirements particularly if project outputs include personal data or representations of people that could be construed as personal data. Challenges can also include copyright issues associated with content produced by third parties, such as contractors, volunteers and project participants.

The Toolkit, developed by Naomi Korn Associates on behalf of the National Lottery Heritage Fund, provides practical guidance and templates to help projects manage their digital resources in line with legal frameworks and the requirements of the National Lottery Heritage Fund. It focuses on three areas that projects frequently struggle with:

- Commissioning work from contractors, including artists
- Projects that include the voice, image or other potentially identifiable information about members of the public
- Projects that crowd source contributions from the public or from community groups

The Toolkit can be accessed here: <https://www.heritagefund.org.uk/funding/good-practice-guidance/creating-digital-resources-gdpr-copyright-and-using-open-licences>

Naomi Korn

CEO and Founder

Naomi Korn Associates

Follow us on Instagram: @naomikornassociates

Twitter: @NKorn

LinkedIn: Naomi Korn Associates

Landline: +44 203 475 5122

Mobile: +44 7957 761032

www.naomikorn.com



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