ALISS *Quarterly*

Association of Librarians and Information professionals in the Social Sciences

Promoting Inclusivity

#WINspiration - Feminism for Libraries and Librarians

Managing safe and inclusive public library services:
A practical guide from CILIP

Disability

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East and South East Asia Heritage Month Resources

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Editorial

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

In this issue we highlight themes on inclusivity
Putting the spotlight on the amazing work done via the webinars and workshops organised by CILIP Scotland under the theme of #WINspiration – Feminism for Libraries and Librarians which seeks to empower and inspire. Many of the recordings of the webinars introduced by the article can be viewed online at their website alongside padlets which provide links to accompanying resources
https://www.cilips.org.uk/feminism
the range of topics covered is very wide including career guidance and support for women in the workplace. The most recent event on imposter syndrome, led by facilitator Jo Walley and Scotland's Library and Information Professional of the Year 2022 Sarah Louise McDonald provides free online some shared experiences from individuals and advice which are practical and useful.
https://padlet.com/admin2966/combatting-imposter-sydrome-y3j20d64z4ab9444

As usual, the article contains section on disability with information from the Disability Champions group and the usual bibliography of research materials on Higher Education, Disability, Learning and Teaching. The former features materials on neurodiversity as suggested at our recent Disability forum meeting. It also introduces the work of Lara Marshall as a new RNIB Engagement officer with her helpful tips on improving library services.

We also have a section introducing resources related to East and Southeast Asian Heritage Month. They include the work of Diana Yeh, City, University of London on an amazing new website

We hope you enjoy the issue. Keep up to date on the website
https://alissnet.com/
and Twitter
@aliss_info

Best wishes
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#WINspiration – Feminism for Libraries and Librarians

'Kirsten MacQuarrie Membership Officer, CILIP Scotland

The Master's Tools Will Never Dismantle the Master's House' (Audrey Lorde)
Building a feminist approach into library programming

For two years, <u>CILIP Scotland's WINspiration series of workshops, webinars and creative calls-to-action</u> (https://www.cilips.org.uk/feminism) has focused on championing the women who make up our female-majority sector. Women comprise <u>almost 75% (https://www.cilips.org.uk/wp-content/uploads/2023/05/Winspiration-InfoPro-March-2023-lo-res-4.pdf)</u> of the library and information profession, yet we remain proportionally under-represented in conventional library leadership. As a passionate feminist personally and professionally, I am convinced that concerted efforts to tackle the pervasive, pernicious effects of sexism in our society must play a key part in all Equalities, Diversity & Inclusion agendas. Through our work-in-progress WINspiration programme, named as a portmanteau of women's inspiration (and with a playful nod to rising above the battle of the sexes!), CILIPS aim to catalyse that library-led transformation. I hope that the following reflections, focused on three key recommendations, will assist library professionals across the social sciences in centring feminist values within your events and operations.

1 - How 'who' and 'what' can support the 'why'

LIS professionals based in Glasgow like the CILIPS team are fortunate to have an iconic feminist library space literally on our doorstep in the form of <u>Glasgow Women's Library. https://womenslibrary.org.uk/</u> This award-winning archive, museum and library has been a source of profound professional inspiration to me through everything from their <u>Banned   Books Week activities</u> (https://www.youtube.com/watch?v=n-ZrbsF8LcQ&t=8s)to their <u>Green Creative Cluster</u>, (https://www.cilips.org.uk/going-green-gwl/)and I was eager to invite GWL co-founder and director Dr Adele Patrick to share her insights in a session that could either stand alone or hopefully provide the bedrock for a series of feminism-focused events.

Taking the title <u>'What would libraries led by feminists look like?'</u>
(https://www.youtube.com/watch?v=ebh9_SQ3dhc&feature=youtu.be)as her provocation, Adele encouraged attendees to reflect on not just how women attain and maintain leadership roles but what library leadership can (and should) look like. In her words:

'Feminist leadership is a work in and about progress; it is essentially iterative, and reflective…characterised by dilemmas, breakthroughs, episodes of deep challenge and ongoing learning.'

Inspired by Adele's insights, I was encouraged to embed principles of feminist organisation and activism into how the WINspiration programme took shape: above all compassion, creativity and collaboration. This spirit was strengthened by our next WINspiration webinar, <u>an International Women's Day special featuring Amina Shah, CILIPS 2022 President and the first woman and person of mixed heritage to be National Librarian of Scotland. (https://www.youtube.com/watch?v=GmBRZ3TzdYI&feature=youtu.be</u>)Not despite but rather because of her unparalleled seniority, Amina was keenly aware of how being able to 'speak truth to power' is equally if not more important than amassing power itself. Her session showed how honesty about the fact that we cannot know it all as individuals actually enriches our collective work as information professionals.

'If we have an image of a leader being a really assertive older man, then that is probably what you are going to get. We should aspire to see leaders who can also be humble, be unsure, ask questions, be empathetic. If we don't broaden our image of what a leader is then we make it hard for people in terms of authenticity and being allowed to be yourself. Why would someone want to become a leader if they can't be authentic?'

In practice, I believe this means being unafraid to devise dynamic WINspiration-style sessions that ask as much as they answer. For example, <u>our Black History Month special with Professor Zita Cristina Nunes from the University of Pennsylvania centred on decolonisation pioneer Dorothy Porter, (https://www.youtube.com/watch?v=mJZ-Vlosr7Vs&feature=youtu.be</u>)whose work I had never encountered prior to reading an article by Professor Nunes. The under-acknowledgement of Porter's radical impact on our profession is itself evidence of how poorly women's 'herstories' have been told. Whenever our WINspiration sessions focus on work or research in progress rather than professional *fait accompli*, I see it as a positive sign that necessary change is finally underway.

Similarly, our <u>#NotOurJob - eradicating sexual harassment webinar</u> (https://www.youtube.com/watch?v=dxaOA0lQYQk&feature=youtu.be)on the UN's International Day for the Elimination of Violence Against Women explored a challenging yet sadly necessary topic with society-wide implications that could never be adequately resolved in one hour. Nevertheless, it also marked the first direct condemnation of sexual harassment in libraries by a professional body anywhere in the UK, and knowing that this was a 'first step' inspired me to consider the event's evolving legacy. This generated the #NotOurJob ABCs petition (<u>still online and available to sign</u>) (https://www.cilips.org.uk/notourjob-abc/) an ongoing call for allies across LIS to:

Acknowledge the problem of sexual harassment exists in libraries around the world
Believe library professionals when they disclose sexual harassment
Challenge harassment wherever you see, hear or read it

Leading a WINspiration-inspired session does not therefore simply involve imparting information. Instead, it offers an opportunity to think more expansively and impactfully as feminists about what library leadership means.

2 - Feeling your way

A valuable compass when navigating this event planning process is to reflect on the quality or 'feeling' of your session as much as its formal, quantifiable content. As Adele noted, it is vital for library professionals to consider what feminist leadership both 'looks and feels like' - embracing rather than repudiating the emotional, even moral conviction behind our work in a way that feels radical in its own right. Amina likewise cited the paradigm-shifting work of Simone Buitendijk, Vice-Chancellor at the University of Leeds, whose 'What's Love Got to Do With It?' (https://medium.com/university-of-leeds/whats-love-got-to-do-with-it-bcf918fdd8ec)notes 'we should become aware that we need our hearts as well as our minds to be a whole, human-centric and impactful community.'

'We can probably even reach the traditional, more easily quantifiable outcomes much better,' continues Buitendijk, 'if we not only use our brains, but also listen to our hearts and don't shy away from recognising our need for love and belonging.'

If you develop a WINspiration-style programme with themes like ours, including menstruation, menopause, imposter syndrome and sexual harassment, moving hearts as well as minds is not just unavoidable but essential. Whether in person or online, I recommend designing your sessions with space for an empathetic spirit to flourish: for us, that includes collaborative padlet pages where women can share their ideas and experiences, plus conversation cafes and co-creation activities like our group Letter to a New Woman for emerging professionals. For #NotOurJob, I particularly wanted to devise a virtual event space that felt safe and supportive: featuring a range of helpful resources promoted in advance, advice on how to leave and rejoin the meeting as often as necessary, and a 'time out' breakout room for breathing space without having to self-exclude from the entire event. Centring women's voices is the principle at the heart of the programme and thinking practically about what this feels like for attendees opens up opportunities for our wider events programme to become more collaborative and creative too.

3 - Gaining insights from intersectionality

A key part of embedding empathy has been deepening our collective understanding of intersectionality: not simply viewing sex inequality in isolation but recognising the intersections of prejudice faced by, for example, women of colour and/or working class, queer and/or disabled women. Especially in our menstrual literacy sub-series, tackling period poverty (https://www.youtube.com/watch?v=QRb-U0ID5S4&feature=youtu.be)and peri-/menopause support, (https://padlet.com/admin2966/winspiration-meno-pause-special-with-onfife-libraries-and-pau-2gv4mrj8ra69d1gn)it has been sobering to realise how sexism intersects with discrimination based on disability, sexuality, class and/or gender expression - just one reason amongst many why I believe that feminism is vital to wider EDI work and in fact often offers a key to progress. Once again, the feminist commitment to hold space for varied voices has proved not only consistent with WINspiration's aims but a way to strengthen them in real time. Encouraging a 'dialogistic' approach, Adele quoted Kathryn Mannix during her session when articulating the need to give those who challenge us 'a good listening to rather than a good talking to', and listening does indeed form the foundation of any feminism-focused event. Developing WINspiration as part of a tiny team of two, since grown to three, I am acutely aware that I have only one perspective as a woman, combining personal privileges with vulnerabilities, and we have taken several steps to maximise the ways in which other women in LIS can shape WINspiration's future.

In addition to the padlets and collaborative creations cited above, our webinars and workshops often feature multiple, complementary facilitators, exemplified by the three-woman in-person WINspiration panel (https://www.youtube.com/watch?v=t3lgb-NeuHag)that took place at our 2023 Annual Conference. For International Women's Day 2024, the first WINspiration conference (https://www.cilips.org.uk/winspiration-call/)will itself be held online, and promoting an open Call for Contributions (https://www.cilips.org.uk/winspiration-call/ has infused the programme with a more diverse range of ideas and expertise than I could ever achieve alone. From local library herstories to technical specialties like the Women in Red Wikipedia project, the upcoming conference will not simply substitute regressive 'manels' (all-male panels) with women speakers. Instead, I hope it will create a more meaningful space where, in not just what it does but how it does it, we amplify silenced voices of the past and look forward to a future where everyone's contributions are recognised. We might say that a truly feminist event begins but does not end with women presenters. Rather, every aspect of its structure, from accessibility to expressions of empathy, can be designed to reflect and reinforce its ethical message.

To conclude, my overarching recommendation for feminist library events is to remember that perfect is the enemy of good - in other words, go for it! Around the world, historically and tragically still today, women's oppression often takes covert as well as overt forms: a silencing, as much as a scrutiny, that sees women's stories hidden in plain sight within poorly-researched corners of archives and collections, while the women who make up our workforce are socially coerced into not voicing key issues that affect our lives like menstruation, menopause, childcare concerns and more. By taking the first step, exploring and experimenting with what a feminist event looks and feels like, every hour you devote to this work will be part of library-led feminism in action.

Managing safe and inclusive public library services: A practical guide from CILIP launch

Sharon Hardwick
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CILIP, the UK's library and information association, has published a new practical guide for public libraries: Managing safe and inclusive public library services. The guide provides a clear, decision-making framework to support public library services deal with complex and challenging issues which include:

- Development and management of library stock
- Provision of public Internet access
- Appropriate use of public spaces (including meeting and event spaces)
- Provision of publicly accessible events and activities

This guidance is based on the best currently available knowledge and experience and has been developed in consultation with library workers and leaders in public, school and prison libraries. It is underscored by a core set of 'key principles' which draw on CILIP's Ethical Framework.

Whilst intended primarily for public librarians, the guidance may also serve as a useful source of reference for librarians, library staff and decision-makers in other types of libraries, since the key principles apply across all contexts.

The guidance has been produced by CILIP with funding from Arts Council England and is based on and replaces the earlier document Guidance on the Management of Controversial Materials in Public Libraries published by the Museums, Libraries and Archives Council (MLA) in 2008.

As we came to renew this guidance it was in the context of renewed concerns about freedom of expression, online harms and the marginalisation of entire communities because of their identity. When the original guidance was published, it was against a backdrop of public concern about radicalisation and extremism.

These issues highlight the central challenge for librarians and library staff wishing to deliver safe, trusted and inclusive services for their communities, including learning communities in schools and prisons.

What has not changed in the intervening 15 years are the fundamental principles that lie at the heart of our professional ethics. The library service must maintain its focus on intellectual freedom and freedom of expression as core pillars of our democracy.

It is in the nature of such guidance that it will adapt as practice evolves over the coming years. This guide should therefore be regarded as a living document and a source of ongoing reference for library staff.

CILIP CEO, Nick Poole said:
"Libraries exist to ensure that everyone everywhere enjoys the freedom to read, to ask questions and to learn, without fear or favour. In today's increasingly polarised world, it is more important than ever to ensure that our sector is clear in its opposition to censorship and the promotion of the intellectual freedom of our users. Libraries should not be a place to hide from difficult ideas, but to ensure that difficult ideas can be critiqued in their proper context. Thanks to the support of Arts Council England, we have provided this guidance as a point of reference for library workers everywhere on how to navigate increasingly challenging debates while remaining true to the core ethics and values of librarianship."

Luke Burton, Director, Libraries, Arts Council England said
"This is an important piece of research which offers valuable guidance to the library sector. I'm sure that library colleagues will find it helpful when planning how to deal with complex issues so all library users and staff can enjoy libraries as safe, welcoming and inclusive spaces."

View the full text here https://www.cilip.org.uk/page/safe-and-inclusive-guide

Lara Marshall - RNIB Support for Libraries-
https://alissnet.files.wordpress.com/2023/09/accessible-library-champions-sept-2023.pptx

Lara Marshall has been employed as the RNIB's Library Engagement Manager for just over a year, in a bespoke outreach role that was decided was vitally important for making community spaces more accessible.

In that time, through connections with Libraries Connected, local sight loss organisations, the Reading Agency and the Booktrust, she's created a specialised package for public libraries to ensure that they are empowered and supported to provide the best possible customer service that they can for blind and partially sighted patrons of all ages. This adheres to the vision and print impaired people's promise that

All public library services should:

- Ensure that all blind and partially sighted customers are connected to the most appropriate service for their reading needs and that they are able to make full use of an accessible public library service
- Use Reading Sight (https://readingsight.org.uk/), the free website supporting blind and partially sighted people to access reading and reading services
- Provide local collections of accessible reading materials and information in physical or digital formats, and be able to signpost customers to a wider range of resources
- Plan your digital and physical access strategies in consultation with blind and partially sighted people
- Designate a champion for the reading needs of blind and partially sighted people, who has familiarised themselves with the specialist resources and services available
- Support and promote Hi Vis fortnight run by Share the Vision, which is an annual celebration to encourage accessibility and inclusivity for all blind and partially sighted people in local libraries.

In this package, support is provided through visual awareness training, assistance with accessible technology, stock selection to make sure all formats are catered for and regular regional group support meetings.

Training includes

- In-person visual awareness course
- Setting up regular online webinars open to all library services
- Libraries connected Learning Pool that have an e-learning course.
- National Health England and RNIB have curated a 4 module Visual Awareness course

Assessment of buildings

- This is free and focuses on the needs of users with visual impairments. it examines the potential for navigating spaces by blind and partially sighted people
- Gives recommendations
- Looks at spaces for potential events, classrooms and offices

One stand-out piece of work has been working with Camden Libraries to tackle loneliness and isolation in people with sight loss who struggle with technology. RNIB provided 200 new reading devices that don't require wi-fi, called Envoy Connects, that can store up to 50 audiobooks. The people who receive these devices must go to their local library to have an induction session and swap or download more books. While the person is in the library, they can connect with others, be told about groups and all the other resources available to them. While still in the beginning stages, this promises to have a huge impact on confidence, mobility and the digital device for people with sight loss.
Lara is aiming to now connect more with academic and medical libraries, to ensure she can provide similar support and assistance for them.

Her recommendations were:
library services should:
- Ensure that all blind and partially sighted customers are connected to the most appropriate service for their reading needs and that they are able to make full use of an accessible public library service
- Use Reading Sight (https://readingsight.org.uk/), the free website supporting blind and partially sighted people to access reading and reading services
- Provide local collections of accessible reading materials and information in physical or digital formats, and be able to signpost customers to a wider range of resources
- Plan your digital and physical access strategies in consultation with blind and partially sighted people
- Designate a champion for the reading needs of blind and partially sighted people, who has familiarised themselves with the specialist resources and services available
- Support and promote Hi Vis fortnight run by Share the Vision, which is an annual celebration to encourage accessibility and inclusivity for all blind and partially sighted people in local libraries.

other RNIB Services

RNIB Library has over 36,000 unabridged audiobooks and over 10,000 titles in braille. It is the largest library of its kind in the UK and the full catalogue of titles can be searched online at www.rniblibrary.com.

Specialist music library with the largest selection of accessible music outside the USA. Library has 60,000 talking book customers and 10,000 braille customers across UK.

RNIB Newsagent delivers more than 200 popular and best-selling publications, in a format to suit the customer.
- USB
- Daisy CD
- PDF emailed
- Braille
- Giant Print

RNIB Bookshare UK education collection provides textbooks and materials to support the UK curriculum. We offer a range of accessible formats that can be read electronically or adapted to suit the personal reading needs of learners.
We now have 1,079,087 titles with more being added all the time.
It's available to educational organisations, directly supporting print disabled learners, not the learnings directly.

The link between educational institutions and publisher is growing through the work of the Bookshare Team and will continue growing as a vital resource for disabled students.

Disability, Higher Education, Teaching and Learning Bibliography

July- September 2023

Stigma

Dakka, F., & Wade, A. (2023). Postgraduate research in a sick society. *Research Papers in Education, 38(5),* 743–762.
https://doi.org/10.1080/02671522.2023.2234379

Abstract: This paper argues that contemporary Western societies' fixation on different elements of capitalist production, consumption and distribution lies at the heart of the crisis in mental health and wellbeing increasingly experienced by individuals within key state institutions. The paper weaves together Lefebvre's and Marcuse's theoretical insights to explore the generation of (time-)spaces in contemporary societies, focussing on higher education and specifically on the lived experiences of postgraduate researchers. The insistence that welfare states, turned into workfare states, treat the symptoms through drugs and sedation, shows the reach of consumption and distribution as a means to address the problems caused by production. Against this backdrop, the paper draws on empirical data from a recent study undertaken by the authors examining the challenges to mental and physical health that postgraduate study posed at a university in the English Midlands. The obliteration of the social, cultural and political determinants of this malaise is expedient to place the onus of corrective measures on the individual through a series of self-help strategies, which again, privatise the atomised self to its lowest common denominator: the cerebral, emotional self. If the body becomes sick in industrialisation, is it any wonder the mind becomes sick in cognitive capitalism?

Disabilities Subject Headings. (n.d.).
Retrieved July 23, 2023, from
https://docs.google.com/presentation/d/1suyRHQwTCvrRoRPE3p8SOMmpH7jg8ztS
94-Iq7X8Wig
Abstract: Changing the Representation of Disabilities in Description & Classification presented by Violet Fox, Mackenzie Johnson, Trina Soderquist, and Carlie Forsythe at ALA Annual conference

Jarus, T., Krupa, T., Mayer, Y., Battalova, A., Bulk, L., Lee, M., Nimmon, L., & Roberts, E. (2023). Negotiating legitimacy and belonging: Disabled students' and practitioners' experience.
Medical Education, 57(6), 535–547. https://doi.org/10.1111/medu.15002
Abstract:
Introduction
People with disabilities are underrepresented in health professions education and practice. Barriers for inclusion include stigma, disabling discourses, discriminatory programme design and oppressive interactions. Current understandings of this topic remain descriptive and fragmented.

Method
We analysed 124 interviews with 56 disabled health practitioners and students.
Participants were interviewed up to three times over 1.5 years. Using constructivist
grounded theory, authors used a staged analytic approach that resulted in higher level
conceptual categories that advance interpretations of social processes. Finally, the
authors compared and integrated findings among students and practitioners.

Results
Participants experience challenges to their sense of legitimacy and belonging as health
providers. They describe tensions within the health education and practice between
the commitment to inclusion and the day-to-day realities experienced by disabled
participants. We identified six distinct, but related, conditions underlying these
tensions: (i) validity and transparency of competencies' evaluation; (ii) the social and
physical contexts; (iii) integration of inclusive practices; (iv) boundaries between
personal and professional identities; (v) vulnerability to authority figures; and (vi)
dynamic person-level factors.

Discussion
If we are to commit to health practitioners and students with disabilities experiencing
an overall sense of legitimacy and belonging, priority needs to be given to system-level
practices and policies to support inclusion. Attention to the day-to-day marginalisation
of students and practitioners with disabilities in the health professions is also needed.
Additionally, inclusive and transparent delineation of competency requirements is
needed. Finally, educational actions are needed to increase understanding of disability
in the health professions, with particular attention to promoting social relations that
foster collective responsibility for supporting inclusion

Abstract: How might those of us located within post-secondary institutions support
students who have experience of the mental health system in a meaningful way?
Drawing on scholarship in social movement studies and a case study in Ontario,
Canada, I distinguish between the prevailing mental health and wellness offerings
of educational institutions and distinct forms of grassroots organising led by and for
mad-identified students. This paper reflects on my past engagement with mad student
intra-university organising in Ontario. Sifting through archival materials, personal
writing and correspondence, I contemplate how my involvement as a past organiser
in a radical student-run peer support and advocacy group has shaped and informed
my scholarship within the field of Mad Studies. Connections are made between the
activist knowledge-practices fostered within mad student groups and the growth of
Mad Studies in Canada. Building from social movement studies, I argue for supporting
and engaging in activism alongside politicised students who are organising on campuses
to confront inequitable social relations, on their own terms. Doing so requires
critically unpacking white dominant hegemonic ways of thinking about what
constitutes 'mental health and wellness' from a student perspective.

Manwiller, K., Anderson, A., & Crozier, H. (2023). Hidden Barriers: The Experience of Academic Librarians and Archivists with Invisible Illnesses and/or Disabilities. *College & Research Libraries, 84(5).* https://doi.org/10.5860/crl.84.5.645

Abstract: This study documents the experience of, and identifies professional barriers for, academic librarians and archivists with invisible illnesses and/or disabilities. Results from a survey of MLIS-holding individuals in academic positions indicate that invisible illness or disability often impacts the ability to succeed at work, but many are reluctant to disclose or request accommodations to alleviate those disparities. Respondents reported barriers including professional repercussions for disclosure, difficulty during the hiring process, stigma from supervisors and colleagues after requesting accommodations, and an overall lack of understanding about invisible illness and disability in the profession.

Raaper, R., Peruzzo, F., & Westander, M. (2023). Disabled students doing activism: Borrowing from and trespassing neoliberal reason in English higher education. *Power and Education, 15(2),* 132–149. https://doi.org/10.1177/17577438221117772

Abstract: The neoliberal rationale in English higher education promotes institutional and individual competition for economic success, often at the cost of equity and universalism. Within such context, there is a tendency to formalise student voice, for example, through professionalisation of students' unions. This paper argues that neoliberalism and its effects on university practices enforce ableist culture, further marginalising disabled students. More specifically, the paper is concerned with how Disabled Students' Officers – official full- or part-time student representatives of disabled students in English students' unions – practise activism in response to universities' neoliberal agendas. By utilising Foucault's concept of governmentality and qualitative analysis of in-depth interviews with Disabled Students' Officers, we explore the ways of doing disability activism in their experience. The findings indicate that activism as it is practised by participants is complex and contradictory, combining neoliberal ways of acting, i.e., evidence production, committee-based work and lobbying, with more subtle forms of critique and resistance related to collectivism, arts and ethics of care. By enabling critical reflections on participants' experiences, this paper strives to encourage debate on renewed strategies and complexity and contradiction in activism, but also to highlight the potential for trespassing the dominant neoliberal rationale in higher education.

Manwiller, K., Anderson, A., & Crozier, H. (2023). Hidden Barriers: The Experience of Academic Librarians and Archivists with Invisible Illnesses and/or Disabilities. *College & Research Libraries, 84(5).* https://doi.org/10.5860/crl.84.5.645

Abstract: This study documents the experience of, and identifies professional barriers for, academic librarians and archivists with invisible illnesses and/or disabilities. Results from a survey of MLIS-holding individuals in academic positions indicate that invisible illness or disability often impacts the ability to succeed at work, but many are reluctant to disclose or request accommodations to alleviate those disparities.

Respondents reported barriers including professional repercussions for disclosure, difficulty during the hiring process, stigma from supervisors and colleagues after requesting accommodations, and an overall lack of understanding about invisible illness and disability in the profession.

Spier, J., & Natalier, K. (2023). Reasonable adjustments? Disabled research higher degree students' strategies for managing their candidature in an Australian university. *Disability & Society, 38*(8), 1365–1386.
https://doi.org/10.1080/09687599.2021.1997718

Stentiford, L., Koutsouris, G., & Allan, A. (2023). 'They think it's trendy to have a disability/mental-illness': disability, capital and desire in elite education. *British Journal of Sociology of Education, 44*(6), 1067–1086.
https://doi.org/10.1080/01425692.2023.2237199

Abstract:
Research has long demonstrated the exclusion and Othering experienced by young people with disabilities in education. This paper presents findings from an ethnographic study conducted in an 'elite' sixth-form college in England, set against the backdrop of a shifting social, political, and cultural landscape, where neo-liberal discourses of dis/ability and healthism—centring on mental health and wellbeing—are becoming further embedded in educational policy. Drawing on theoretical work by Bourdieu and Foucault, we demonstrate how the students in this study appeared able to re-make disability as a liberal intellectual identity marker and use it as a form of capital within the bounded college sub-field. However, we argue that these empowered disabled subjectivities were strongly middle-classed and precarious. The findings have implications through advancing current understandings of young people's complexifying relationships with disability in education, of enduring inequalities around disability, and how social class is implicated in this.

Van Beveren, L., Rutten, K., Roets, G., & Buysse, A. (2023).
Critical cultural disability studies and mental health: a rhetorical perspective.
Disability & Society, 38(2), 342–361. https://doi.org/10.1080/09687599.2021.1918539
Abstract:
This paper examines how an intersection of critical cultural disability studies and rhetorical studies can inform a critical education on 'mental health (problems)' for psychology students. Building on cultural theories of disability/impairment, a conception of 'mental health (problems)' as culturally constituted is introduced. We propose the rhetorical perspective as a particularly relevant analytical and pedagogical approach to enable students to critically reflect on the cultural assumptions underpinning various (professional) understandings of 'mental health (problems)'. Our contribution is based on a research project in which clinical psychology students rhetorically analysed cultural constructions of 'mental health (problems)' in a graphic novel on 'bipolar disorder'. Based on a qualitative analysis of students' reflective reports, we argue that rhetorical perspectives enable students to develop reflexive stances towards the different cultural logics, and the ethical and political ramifications of these logics, in which psychological practice and knowledge on 'mental health (problems)' are inevitably embedded.

Teaching and Learning

Abstract:
Introduction: People with disabilities are under-represented among psychology faculty and graduate students and are more likely than their non-disabled peers to attrite from psychology graduate programs. They face numerous barriers in graduate training. Statement of the Problem: Teaching experience is a core experience for psychology graduate students, especially those pursuing faculty positions. Disabled graduate students face many barriers that may make it difficult for them to obtain high-quality graduate student teaching experience. This contributes to the continuing under-representation of disabled faculty in psychology programs. Literature Review: I review key empirical and conceptual articles on the experiences of disabled psychology trainees and how to best support them. Teaching Implications: I provide evidence-based suggestions and strategies for supporting graduate students with disabilities as they obtain teaching experience. Conclusion: By actively supporting graduate students with disabilities in their teaching endeavors, psychology faculty can help stem the leaky pipeline and increase the numbers of psychology faculty with disabilities.

Abstract: Despite their significant influence on the experiences of disabled college students, disability resource professionals are provided limited guidance on how to carry out the functions of their role. As a result, during the accommodations process, disability resource professionals generally rely on their instincts and "gut" reactions when responding to accommodation requests after quickly processing information from a student's self-report and relevant medical documentation. However, hidden within these quick decisions are disability resource professionals' positionalities—or frameworks for considering the world—that have an innate influence on the outcome of accommodation decisions and, ultimately, disabled students' access to higher education. Therefore, the purpose of this study was to explore disability resource professionals' views on positionality in the context of higher education disability resources and its relationship to accommodation decision-making. After a review of findings from interviews with 13 disability resource professionals, the authors conclude with recommendations for higher education disability resources and directions for future research.

Assistive technology

How will Artificial Intelligence change accessibility testing? | AbilityNet. (n.d.).
Retrieved October 2, 2023, from https://abilitynet.org.uk/webinars/how-will-artifi-
cial-intelligence-change-accessibility-testing
This webinar took place on Tuesday 26 September 2023 at 1pm-2pm BST.
In this webinar, Dylan Barrell, Chief Technology Officer from Deque joined Robin
Christopherson and Alice Taylor from AbilityNet to discuss how Artificial Intelligence
(AI) can help improve accessibility testing, including:
How to increase accessibility testing efficiency with human-centred AI
What exactly is human-centred AI? Is it marketing hype or genuinely helpful?
Where is AI going in the future?
Whether you are a developer, a tester, or someone passionate about inclusive
technology, this webinar is a must-attend event.

ADHD

ADHD in higher education: is digital learning making it worse? (2023, June 28).
THE Campus Learn, Share, Connect.
https://www.timeshighereducation.com/campus/adhd-higher-education-digital-
learning-making-it-worse
Abstract: Hopping between multiple apps and platforms can easily overwhelm
students with ADHD – we must be alert to the effects of too much digital
multitasking, says Adrian J. Wallbank

Blind students

Basu, M., & Sambath Rani, K. (2023). Barriers at Workplace: Challenges for Adults
With Visual Impairments—A Systematic Literature Review. Journal of Visual
Impairment & Blindness, 117(4), 326–335.
https://doi.org/10.1177/0145482X231195637

Abstract: Introduction: A systematic review was carried out to determine and address
the employment-related barriers encountered by persons with visual impairment. The
existing database has been analyzed to summarize employment-related issues, facilitate
support, and ensure rehabilitation and equal participation in employment. Methods:
Fourteen peer-reviewed publications in more than 13 countries from 1998 to 2021
that met the criteria to address employment issues were selected to summarize
workplace-related barriers, workplace experience, and assistive technology usage.
A three-point rating scale was used to evaluate the studies based on the number
of employment-related issues they emphasized. Results: The findings were drawn
thematically and suggested that (a) various workplace-related issues, including trans-
portation, (b) the employer's intention to hire, and (c) lack of assistive technology
are the most crucial barriers to employment. Discussions: The article identified the
barriers to employment of persons with visual impairment from the existing literature
and discussed the significant issues.

Society needs to support the inclusion of each individual and ensure equal participation. Implications for the Practitioners: The review will enable rehabilitation professionals to get an insight into the issues and risk factors related to the employment of persons with visual impairment. This will allow the professionals to work out strategies to address the same.

Sayed, S., & Cenk, A. (2023). Challenges of visually impaired university students in education: A meta-synthesis study.
I-Manager's Journal on Educational Psychology, 16(3), 46.
https://doi.org/10.26634/jpsy.16.3.18945

Abstract: Along with the expansion of education and laying the foundations of self-sufficiency for all members of society, the visually impaired students continued their education with other students in various fields of higher education. In this process, the limitations caused by visual impairment and the limitations originating from the shortcomings of the environment other than the visually impaired individuals themselves lead to many difficulties, which must be minimised to receive quality education. The aim of the research is to interpret and evaluate the problems and suggest solutions to visually impaired university students and reveal their similar and different aspects and new inferences through a systematic review of qualitative research findings between the years 2000 and 2021, using a meta-synthesis method. The results suggest that accessing campus from residence, accessing information, using technology and virtual materials on campus, social and educational attitudes, educational conditions, and assessment results cause different difficulties for visually impaired university students. Issuing legal regulations, improving the performance level of the visually impaired individuals in orientation and mobility, providing professional staff training, and procuring trained live readers or screen readers, hearing aids, touching aids, and helpers, as well as providing sufficient time for analysing tactile materials such as Braille and carefully answering the questions, are all recommended to solve the rising difficulties.

Dsylexia

Bazen, L., De Bree, E. H., Van Den Boer, M., & De Jong, P. F. (2023).
Perceived negative consequences of dyslexia: the influence of person and environmental factors.
Annals of Dyslexia, 73(2), 214–234. https://doi.org/10.1007/s11881-022-00274-0
Abstract:
Perceived negative consequences of dyslexia entail the degree to which an individual perceives negative outcomes, such as low academic achievement or feelings of anxiety and depression, and attributes these experiences to the disorder. In the current study, we examined how perceived consequences of dyslexia are influenced by person and environmental factors. Perceived consequences were evaluated for the academic domain and the domain of mental health (depression, anxiety).

Participants were 123 Dutch students with dyslexia. Cognitive person factors (literacy skills and verbal IQ), socio-emotional person factors (self-perceived literacy skills and coping ability), and environmental factors (literacy demands, support from the institution, reactions of teachers and peers) were included as predictors. Results indicated that perceived negative consequences were not related to cognitive person factors. In contrast, better self-perceived literacy skills were associated with less perceived negative consequences in all domains (academic, depression, anxiety) and coping contributed to depression consequences. With respect to environmental factors, negative reactions in the academic environment contributed to perceived negative consequences of depression and anxiety. As such, findings indicate that individuals with dyslexia perceive negative consequences in the academic, anxiety, and depression domains which cannot be fully accounted for by their objective reading and writing problems. These factors should feature more prominently in future studies on dyslexia and should be addressed in treatment of dyslexia as well.

Mental Health

Bleck, J., DeBate, R., Garcia, J., & Gatto, A. (2023). A Pilot Evaluation of a University Health and Wellness Coaching Program for College Students. *Health Education & Behavior, 50*(5), 613–621.
https://doi.org/10.1177/10901981221131267

Abstract: Poor mental well-being has been associated with negative student success outcomes among college students. Health and wellness coaching programs have been implemented in college campuses to address gaps in well-being support services. This pilot study evaluated a health and wellness coaching program at a large, urban university. A total of 499 students expressed interest in the program with 120 responding to a retrospective survey about their experience. Findings revealed that most students attended coaching for issues related to time and stress management or factors that commonly influence stress. Overall, students who participated in coaching were successful at improving their self-efficacy toward behavior change, changing their behavior, and achieving their goals. Students reported attending an average of four sessions with number of sessions attended being associated with increased confidence and motivation. In addition, autonomy, competence, and relatedness felt within the relationship with the coach were correlated with increased motivation, confidence, and readiness for behavior change. There was some relapse in terms of goal attainment observed with 17.4% of students who met their goals being unable to maintain progress. The program participants appeared to have enjoyed the process with 96% of students saying they would recommend the program to a friend. Health and wellness coaching programs may alleviate the burden of stress and other subclinical mental health concerns as well as decrease the number of students requiring services from more intensive mental health resources on campus.

Brett, C. E., Mathieson, M. L., & Rowley, A. M. (2023). Determinants of wellbeing in university students: The role of residential status, stress, loneliness, resilience, and sense of coherence. *Current Psychology, 42*(23), 19699–19708. https://doi.org/10.1007/s12144-022-03125-8

Abstract: Maintaining wellbeing in university students is a government priority, but robust evidence has been lacking. Higher wellbeing is associated with better mental and physical health, higher self-esteem, self-efficacy, and effective coping strategies. This study aimed to identify, through an online survey in 2018, key determinants of wellbeing amongst a sample of 574 (65.5% female) students across all levels of study at a university in the UK. Most respondents (526 (91.8%)) reported feeling unusually stressed or overwhelmed at university. Residential students reported higher loneliness and number of stressors than commuter students, and postgraduate students reported higher wellbeing, resilience, and sense of coherence, and lower perceived stress and loneliness. Hierarchical regression analyses showed that 71.8% of the variance in wellbeing was predicted by a model containing demographics (age/gender, level of study, number of stressors), psychosocial variables, and perceived stress, with perceived stress, sense of coherence, loneliness, and resilience the strongest predictors. The findings suggest that interventions designed to improve resilience and sense of coherence, and reduce loneliness and perceived stress are likely to be effective in enhancing wellbeing in a student population.

Brisson, S., Davis, T., Sanders, T., & Young, K. (2023). The Impact of a Therapy Dog Team on Medical Students' Physiological Stress and Perceived Anxiety Prior to an Exam. *Journal of Creativity in Mental Health, 18*(3), 302–316. https://doi.org/10.1080/15401383.2021.1986186

Abstract: Research suggests that a therapy dog team may have a positive impact on medical students' anxiety. However, no controlled studies have evaluated this intervention's effect on their stress and anxiety before an exam. Twelve medical students participated in this study. Utilizing a repeated-measures design, each participant interacted with a therapy dog team before one exam and engaged in their regular pre-exam routine before another. Participants then recorded their level of perceived anxiety and had salivary cortisol levels measured. Results: Both conditions significantly decreased salivary cortisol levels from baseline. Additionally, perceived anxiety was significantly lower after interacting with the therapy dog team when compared to engaging in one's regular pre-exam routine. This controlled study is the first to assess the impact of a therapy dog team on medical students' exam stress and anxiety. Results support pre-exam interaction with a therapy dog team to reduce stress and anxiety.

Curtis, A., Bearden, A., & Turner, J. P. (2023). Post-secondary student transitions and mental health: Literature review and synthesis.
New Directions for Higher Education, 2023(201–202), 63–86.
https://doi.org/10.1002/he.20466

Abstract:
Waning mental health and resilience in the post-secondary student population is a growing concern across North American institutions, these concerns have only been compounded further by the added stressors associated with the COVID 19 pandemic. Transitioning into post-secondary brings with it a variety of interpersonal and intrapersonal challenges that often reciprocally influence each other (e.g., moving away from existing social support networks, forming new relationships, increased responsibility, and financial independence, increased academic expectations, etc.). Successful adaptation to such challenges is equally influenced by demographic (e.g., impacts of gender, sexuality, ethnicity, and socioeconomic status) and institutional factors (e.g., the provision and efficacy of health-related services and programming on campus). A thorough literature review and synthesis was conducted examining post-secondary student mental health. Attention was given to post-secondary mental health, help seeking, demographic, and institutional characteristics. The scope of this literature review focused on the North American context. Future directions for research and practice are drawn from the findings. Institutions need to focus on initiatives intended to improve campus climate and service utilization amongst their students. Health care providers, administrators, and educators are challenged to provide evidence-based, health-related services that meet the unique needs of their student population.

Davis, R. A., Wolfe, J., & Heiman, N. (2023). Increasing utilization of student mental health services on a college campus: Eight actionable tips.
Journal of American College Health, 71(3), 655–659.
https://doi.org/10.1080/07448481.2021.1909035

Gilfillan, A., & Ehrnstrom, C. (2023). The Interconnection of Mental Health and Academic Coaching: A Model for Recognizing and Addressing Mental Health in an Academic Coaching Context.
About Campus: Enriching the Student Learning Experience, 28(1), 28–37.
https://doi.org/10.1177/10864822231170551

Hatton-Bowers, H., Lombardi, C. M., Kemp, B., Decker, K. B., Virmani, E. A., Brophy-Herb, H. E., & Vallotton, C. D. (2023). Risks and resources for college students' mental health: ACEs, attachment, and mindfulness.
Journal of American College Health, 71(5), 1510–1521.
https://doi.org/10.1080/07448481.2021.1942007

Abstract: Objective: To examine associations between risks and resources in predicting college students' depressive symptoms at the beginning of one semester and change over the semester. Participants: Participants were undergraduate students taking human development courses at one of 11 universities in the U.S. (N = 854). Methods: Survey data were collected at the beginning and end of the semester. Results: Experiencing more direct abusive or neglectful adverse childhood experiences (ACEs), and attachment preoccupation were associated with higher depressive symptoms at the beginning of the semester. Conversely, greater mindful awareness and attachment security were associated with lower initial depressive symptoms. Experiences of ACEs were associated with increases in depressive symptoms, as were higher levels of attachment dismissiveness. Greater mindful acceptance was associated with decreases in depressive symptoms. In most analyses, resources did not moderate the associations between ACEs and depressive symptoms. Conclusions: Results may inform instructors and counselors in supporting students' well-being.

Abstract: Although many empirical studies have aimed to find variances in positive mental health among different groups and the relationship between mental health and other variables, few studies examined the developmental trend of mental health levels and the cross-lagged relationship between self-efficacy, social rhythm, and mental health. Furthermore, few of them explored the interrelationship between self-efficacy and social rhythm among college students over time. This study thus aimed to clarify the longitudinal cross-lagged relationship between self-efficacy, social rhythm, and positive mental health among college students. A total of 764 students (627 females, mean age 21.03 ± 0.84 years at T1) participated in a 3-year-long study (T1, T2, T3) and were asked to complete the General Self-Efficacy, the Brief Social Rhythm, and the Positive Mental Health Scales. The results indicate that the development of positive mental health among college students showed an upward trend during those 3 years. There was a significant relationship between positive mental health, social rhythm, and self-efficacy. Positive mental health and social rhythm significantly predicted self-efficacy in the following year. Positive mental health in T2 could predict both T3 social rhythm marginally and T3 self-efficacy significantly. However, T1 social rhythm was not indirectly associated with T3 mental health via T2 self-efficacy, and T1 self-efficacy was not indirectly associated with T3 mental health via T2 social rhythm. This finding clarified the relationship between positive mental health, self-efficacy, and social rhythm, and provided evidence that positive mental health is the basis for self-efficacy and social rhythm among young adults. Therefore, school psychologists in universities should pay close attention to the positive mental health of young adults to form high levels of self-efficacy and social rhythm.

Johnson, R. L., Nandan, M., Culp, B., & Thomas, D. (2023). College Students' Mental Health Help-Seeking Behaviors.
College Student Affairs Journal, 41(1), 73–89.
https://doi.org/10.1353/csj.2023.0005

Abstract: The present study explored where and how college students sought assistance and information for themselves and their family or friends who may have needed behavioural health and substance abuse disorder assistance. Two hundred and fifty-nine college students responded to the questionnaire at one of the 50 largest public higher education institutions in the Southeastern United States. Findings confirm that help-seeking is a multifaceted process involving social and professional support. Participants indicated that they would seek assistance earlier than they had and also make personal changes in their lives to address well-being. These findings can guide higher education administrators, faculty members, counselling staff on campuses, funders, and policymakers in designing and developing accessible and user-friendly programs and services for increasing student success on campuses.

Kiers, A. H., Rakow, D. A., Parker, S., & Dewa, C. S. (2023). A pilot study on the potential for formalized nature-based instruction to mitigate stress and increase social bonds in university students.
Journal of American College Health, 71(5), 1596–1603.
https://doi.org/10.1080/07448481.2021.1943412

Abstract: Objective: To seek to find a way to address stress and build social bonds among U.S. college students, an East Coast private institution and a West Coast state institution each offered an undergraduate Nature Rx course. Participants: Seventeen undergraduate students were enrolled in the West Coast state institution seminar, and sixteen undergraduate students were enrolled in the East Coast private institution seminar. Methods: A mixed methods approach was used to evaluate the effectiveness of the pilot such that students were given pre- and post-course questionnaires and asked to write reflective essays to describe their experiences in the class. Results: While no significant changes in self-perceived stress were reported in questionnaire items, the qualitative data indicated students attributed their participation in the course with factors that contributed to reduced stress and important social connections. These included a strengthened belief in the value of spending time in nature to reduce stress, the creation and solidification of social bonds, and an expectation that the class would have a lasting impact. Conclusion: Overall, participants indicated they experienced frequent and meaningful interactions with other students and the instructors while gaining greater familiarity with the natural elements of their respective campuses.

Kivlen, C., Chargo, A., & DiZazzo-Miller, R. (2023). Animal-Assisted Intervention on College Campuses: Graduate Student Perspectives Regarding the Need, Benefits, and Availability of Programming. *American Journal of Health Education, 54*(5), 405–412. https://doi.org/10.1080/19325037.2023.2232836

Abstract: Background
Animal assisted intervention (AAI) programming is becoming popular among college campuses; however, minimal literature describes the impact of AAI programming on the graduate student population.

Purpose
This study aims to (1) better understand the lived experience with pets and AAI programming and (2) develop a list of factors critical to graduate students interested in engaging in AAI programming.

Methods
Narrative and interpretive phenomenological approaches explored the lived experience of graduate students through focus groups.

Results
Findings revealed students having both positive experiences and challenges with pets and past AAI programming. Important factors related to AAI programming included logistics, scheduling, diversification of therapy dogs, and receiving information on acceptable activities for participants to engage in with therapy dogs.

Discussion
Participants discussed experiencing stress and anxiety throughout the semester, and perceived convenient regular access to therapy dog programming as a valuable way to improve mental health and decrease stress and anxiety.

Leath, S., Butler-Barnes, S., Jones, M. K., & Ball, P. J. (2023). Linked fate among underrepresented groups: Investigating the relationships between Black college students' perceptions of institutional diversity climate and mental health.
Journal of American College Health, 71(4), 1175–1183.
https://doi.org/10.1080/07448481.2021.1924724

Abstract: **Objective:** Negative perceptions of institutional racial climate relate to worse mental health outcomes for Black college students. Yet, few scholars have considered how Black students' perceptions of the institutional climate for other underrepresented groups may impact mental health. **Participants and Methods:** We drew on a national sample of Black college students across 15 institutions (n = 1188) to examine the effects of institutional diversity climate on students' anxiety, depression, and positive mental health.

Results: Black students who perceived the campus as more welcoming to first-generation reported higher positive mental health. Black students who perceived the campus as more welcoming to racial minorities, lesbian, gay, bisexual (LGB), and low socioeconomic status (SES) students reported lower levels of depression and anxiety. **Conclusions:** Black students' perceptions of the institutional diversity climate for other groups influences their mental health outcomes, and underscores the need for more research on individual-level differences in students' mental health processes.

Marks, L. R., Stenersen, M., Adams, K., Lattimore, D., & Lee, B. C. (2023). Racial Microaggressions and Depression in Black College Students: The Role of Ethnic Identity. *Journal of College Student Psychotherapy, 37*(3), 243–259. https://doi.org/10.1080/87568225.2021.1976607

Abstract: Researchers have noted the detrimental effects of racial microaggressions on the mental health of Black college students. Further, research has identified ethnic identity as a possible moderating factor on the mental health of racial minorities. We examined six dimensions of racial microaggressions and their relation to depression symptoms in a sample of 189 Black college students. We also investigated whether or not ethnic identity served as a moderator. Regression analyses demonstrated significant positive associations between all six dimensions of racial microaggressions and depression, and that ethnic identity significantly moderated the relationship between one dimension (i.e., Low-Achieving/Undesirable Culture) and depression, such that ethnic identity strengthened the relationship between this dimension and depression symptoms. We discuss implications for research and clinical practice on college campuses, including a need for college counsellors to address racial microaggressions and ethnic identity in their clinical work.

McNaughton-Cassill, M., Lopez, S., & Cassill, A. (2023). What If the Faculty Are Not Alright? Burnout and Compassion Fatigue in Higher Education. Change: *The Magazine of Higher Learning, 55*(5), 23–34. https://doi.org/10.1080/00091383.2023.2235250

Abstract: When the pandemic forced college instruction online, most faculty focused on converting their courses to a new format, but increasingly stressed students began to turn to faculty for both personal and academic support.

Faculty who trained as subject matter experts found themselves experiencing the symptoms of burnout and compassion fatigue, without having had prior training in recognizing and responding to these conditions.

Nurius, P. S., Sefidgar, Y. S., Kuehn, K. S., Jung, J., Zhang, H., Figueira, O., Riskin, E. A., Dey, A. K., & Mankoff, J. C. (2023). Distress among undergraduates: Marginality, stressors and resilience resources. *Journal of American College Health, 71*(5), 1445–1453. https://doi.org/10.1080/07448481.2021.1935969

Abstract: Objective: This study addresses mental health concerns among university students, examining cumulative stress exposure as well as resilience resources. Participants: Participants were 253 first- and second-year undergraduate students (age = 18.76; 49.80% male, 69% students of color) enrolled at a large western US university. Methods: Data were obtained from a cross-sectional online survey examining marginalized statuses and multiple stressors alongside coping responses, adaptive self-concept, and social support as predictors of stress, anxiety, and depression. Results: Multivariate regressions demonstrated significant associations between stress exposures and lower levels of resilience resources with each mental health indicator (with substantial R2 of.49-.60). Although stressor exposures accounted for significant increases in mental health concerns, their exploratory power was attenuated by resilience resources (e.g., beta decreases from. 25 to.16). Conclusions: Better understanding cumulative adversity/resilience resource profiles, particularly among marginalized students, can help universities in prioritizing institutional support responses toward prevention and mitigating psychological distress.

Reichel, J. L., Dietz, P., Sauter, C., Schneider, F., & Oenema, A. (2023). Is mental health literacy for depression associated with the intention toward preventive actions?
A cross-sectional study among university students.
Journal of American College Health, 71(5), 1530–1537.
https://doi.org/10.1080/07448481.2021.1942883

Abstract:
Objective: Mental Health Literacy (MHL) might play an important role in preventing depression. This study assessed the MHL level for depression of university students and its association with intentions toward preventive actions against depression. Participants: University students (n = 315) were surveyed online. Methods: MHL level and group differences were analyzed using t-tests and one-way ANOVA. To investigate the relation between MHL and the intention for preventive actions against depression, correlation and regression analyses were performed. Results: The mean MHL level of the participants was reasonably high (42.65 of 75 points). MHL levels differed significantly between different groups. MHL was slightly associated with intention for preventive actions (beta = 0.274, $p < 0.001$). The explained variance was low (7.5%). Conclusions: MHL levels of university students have potential for improvement, especially among males and non-health related students. Promotion of MHL could be one of the targets points in interventions aimed at depression prevention.

Samra, R., França, A. B., Lucassen, M. F. G., & Waterhouse, P. (2023). A network approach to understanding distance learners' experience of stress and mental distress whilst studying.
International Journal of Educational Technology in Higher Education, 20(1), 27.
https://doi.org/10.1186/s41239-023-00397-3

Abstract: Research has shown that learners' stress and mental distress are linked to poorer academic outcomes. A better understanding of stress and mental distress experiences during study could foster more nuanced course and intervention design which additionally teaches learners how to navigate through to protect their academic performance. The current study draws on data collected via validated self-reported questionnaires completed by final year undergraduate students (n = 318) at a large distance education university. We examined how common features of stress, depression and anxiety link to each other using a network analysis of reported symptoms. The results included findings demonstrating the symptoms with the greatest relative importance to the network. Specifically, these included the stress symptom 'I found it difficult to relax' and the depression symptom 'I was unable to become enthusiastic about anything'. The findings could help institutions design interventions that directly correspond to common features of students' stress and distress experiences.

Student mental health: how should policymakers and institutions respond?
Social Market Foundation. (n.d.). Retrieved October 10, 2023, from
https://www.youtube.com/watch?v=Mjm4Ya0Z_e4

Abstract: Social Market Foundation/Unite Students event on student mental health at the Labour conference yes discussion. October 2023

Vacchiano, M. (2023). How the First COVID-19 Lockdown Worsened Younger Generations' Mental Health: Insights from Network Theory. *Sociological Research Online, 28*(3), 884–893. https://doi.org/10.1177/13607804221084723

Abstract: Two years after the first wave of coronavirus disease 2019 (COVID-19), one fact seems to be emerging clearly: lockdowns affect mental health differently across generations. This article uses data collected before and after the first wave of COVID-19 on a sample of 5,859 respondents, showing that the first lockdown worsened the mental health of the younger generations (Gen Y and Gen Z) in particular. Given that the older generations are considered the most vulnerable in this global pandemic, this may seem surprising. However, our data reveal that the pandemic outbreak raised very different concerns in different generations. While older people appear to be worried about the economy and their own health, younger people were more concerned about their lifestyles and, generally, their social relationships. This suggests that some of the mechanisms behind the exacerbation of younger people's mental health may lie at the intersection of these two issues. On one hand, a life lived essentially online undermines all those processes of social capital activation that occur through leisure and face-to-face encounters, from which Gen Z may have suffered in particular. On the other hand, not only has the pandemic added further uncertainty to Generation Y's career paths but working from home has also forced them to reorganize family routines and construct entirely new ones with colleagues using computers and smartphones. The article reflects on the upheavals of work and leisure to foster research on networks, social capital, and mental health in this period of a continuing pandemic.

Williams, K. D. A., Adkins, A., Kuo, S. I., LaRose, J. G., Utsey, S. O., Guidry, J. P. D., Spit for Science Working Group, Dick, D., & Carlyle, K. E. (2023). Mental health disorder symptom prevalence and rates of help-seeking among University-Enrolled, emerging adults.
Journal of American College Health, 71(1), 61–68.
https://doi.org/10.1080/07448481.2021.1873791

Abstract: **Objective.** Examine mental health symptom prevalence and rates of campus services utilization among Black male, White male and Black female college students. **Participants.** 2500 students from an ongoing, student survey at a public university; launched in 2011. **Methods.** Measures included data for anxiety and depressive symptoms and utilization of campus health services (counseling center, health services, etc.). Descriptive analyses determined prevalence and utilization rates. Mann Whitney U tests compared prevalence. Chi-squared tests compared utilization rates. **Results.** Anxiety prevalence: greater than 60% of students from each ethnic group reported symptoms; reporting rates decreased significantly for Black men (49.6%); $p < 0.001$. Depression prevalence: greater than 80% reported symptoms; there were significant differences in reporting between Black men and Black women (72.7% vs. 87.1%, $p < 0.001$). Utilization: Black men utilized counselling services less than White men (20.4% vs. 37.8%, $p = 0.024$). **Conclusion.** Black men report depressive and anxiety symptoms but underutilize campus health resources.

Zhang, Q., & Tsai, W. (2023). Gratitude and psychological distress among first-year college students: The mediating roles of perceived social support and support provision.
Journal of Counselling Psychology, 70(4), 415–423.
https://doi.org/10.1037/cou0000665

Abstract: Universities and colleges in the United States implemented remote learning and restrictions on in-person social events during the Fall 2020 academic semester. These changes and restrictions, in addition to the other numerous negative impacts of COVID-19, can exacerbate the already stressful transition from high school to college. This transition is a key developmental period during which the complexity of interpersonal relationships and the risk of internalizing symptoms such as anxiety and depression increase. As such, the present study examined dispositional gratitude as a protective factor against depressive symptoms and loneliness among a sample of first-year college students who began college during the peak of the COVID-19 pandemic. We also examined whether perceived social support and support provision mediated these relationships. Participants were 364 first-year college students who completed three online surveys during the 1st (T1), 7th (T2), and 14th (T3) weeks of the Fall 2020 academic semester. T1 gratitude was associated with lower T3 depressive symptoms and feelings of loneliness over time. These relationships were mediated by T2 perceived social support but not by T2 support provision. Implications of our findings are discussed.

Neurodiversity

Abstract:
This study examined whether and how an online mentoring social network (SN) assists students with special needs--Intellectual Disabilities (ID) or Autism Spectrum Disorder (ASD), in coping with their disabilities and accumulating bonding and bridging types of social capital. The study used a qualitative research paradigm--Netnography to crosscheck observations of the participants' online activities with content analysis of their posts and a network analysis of the participants' interactions with four mentor types -- students with disabilities, high-school students, undergraduates and teachers. The findings showed that the online mentoring SN functioned as an assistive technology for students with ID and ASD who actively interacted with other members to accumulate social capital, share information and receive support. The most prevalent categories in the analysis were sharing of personal experiences and interests, and emotion processing, whereas coping with disability and self-introduction were less common. Surprisingly, undergraduate mentors and most of the teachers interacted only within their own groups and not with students. Theoretical and educational implications are discussed.

Building Sustainable Infrastructures of Knowledge and Representation: Introducing East and Southeast Asian Heritage Month

Diana Yeh, City, University of London

Introduction

In September 2023, ESEA Hub launched a series of East and Southeast Asian (ESEA) Heritage Month resources especially designed to inspire and support universities and workplaces to enhance understanding and build awareness of invisibilised ESEA communities. Our ready-to-use resources include:

1.   An Introduction to East and Southeast Asian (ESEA) Heritage Month video
2.   An Expanded Transcript and Resource List for further exploration and reading
3.   ESEA Mini-Talk Series by 11 academics, released monthly, sharing the latest research on ESEA communities in Britain in an engaging and accessible way
4.   A set of 'Studying while ESEA' awareness campaign videos on the struggles and aspirations of ESEA students in UK Higher Education.

In this article, I discuss the significance of this project, our rationale for undertaking it and our methodology, while also reflecting on the ongoing limitations of specific 'heritage' or 'history' months and the challenges of achieving representational justice.

What is ESEA Heritage Month?

While Black History Month is today a recognised institution in the UK, very few people are even aware of the existence of ESEA Heritage Month, let alone what 'ESEA' stands for. Like Black History Month, ESEA Heritage Month is an annual observance, but one that celebrates the history, heritage and contributions of East and Southeast Asian communities in the UK. It was first launched by the grassroots organisation besea.n (Britain's East and South East Asian Network) in September 2021 as a way 'to celebrate, acknowledge and learn about the incredible ways in which our communities have helped to shape the UK' (www.besean.co.uk). This is important as ESEAs are an invisible and overlooked group and there is very little public and academic knowledge on these communities (Yeh 2020).

Background and rationale

The development of a series of ESEA Heritage Month resources is part of a wider research and knowledge exchange project 'Responding to COVID-19 Anti-Asian Racial Violence through Community Creativity, Care, Solidarity and Resistance',[1] sparked by the unprecedented levels of racial violence against ESEAs globally due to COVID-19 and its apparent outbreak in China.

The significance of this problem was demonstrated by the World Health Organisation, the United Nations and Human Rights Watch who appealed to governments world-wide to address COVID-19-related 'hate' and xenophobia. Despite under-reporting, UK police figures suggested that 'hate crimes' against the UK Chinese almost trebled in January to March 2020 (Lovett 2020). Further, despite media reports of widespread violence beyond the Chinese – and towards the wider East and Southeast Asian community – or anyone who is perceived to 'look Chinese' –, this remains largely overlooked (Yeh 2020).

Yet the experience of COVID-19 related racial violence also galvanised a new anti-racist consciousness and networks among UK ESEA communities (Yeh 2020). The immediate response of E/SEA communities was to develop new networks for tackling and responding both to the dangers of the pandemic to ESEA communities and to the anti-Asian racial violence it reinvigorated (Yeh 2021). Three years after the COVID outbreak however, there has been a shift in focus among community activists towards growing sustainable infrastructures of knowledge and representation; to develop new narratives to educate ourselves and wider society about ESEA presence and histories in the UK in order to support long-term structural and social and cultural change.

Methodology

Building on previous three years' work with East and Southeast Asians (ESEAs) communities in the UK (see https://www.eseahub.co.uk/), our ESEA Heritage Month project co-researched and co-created educational resources with ESEAs to contribute to building a sustainable infrastructure of knowledge and representation. The aims and objectives were developed with collaborating E/SEA collectives. Our central focus was to collaborate with ESEAs in the UK to co-produce knowledge about ESEA communities, their diversity, differences, histories in and contributions to Britain and their experiences of racism. This is particularly important given ESEA racialization as a 'model minority' which disavows anti-ESEA racism.

Workshops were held with artists, activists, academics and community organisers to plan out and create educational resources about ESEA communities. These are now hosted on ESEA Hub:

a) for ESEA Heritage Month and to be shared with universities and workplaces to raise awareness of ESEA communities;

b) with a long-term goal of developing these resources into
      i) a programme for a Summer School, drawing on a range of academic and non-academic ESEA experts (the latter will include community experts and community organisation leaders).
      ii) educational resources for primary and secondary schools for East and Southeast Asian Heritage Month

Heritage Months and Visibility

Although inspired by community actions, East and Southeast Asian Heritage Month is – like Black History Month – also a site of and subject to contestation, as it raises the question of how communities become visible and whom that visibility serves. As Stuart Hall (1993: 107) has argued, 'the spaces "won" for difference are few and far between... they are very carefully policed and regulated... what replaces invisibility is a kind of carefully regulated, segregated visibility'.

As an ESEA researcher working on racisms, it was vital to me to do more than reproduce celebratory discourses of diversity that reduces ethnic culture into a few symbols – the 'saris, samosas and steelbands syndrome' of multiculturalism that Donald and Rattansi (1992) critique. Celebrating superficial manifestations of culture, as they point out, fails to address hierarchies of power and legitimacy and, by exoticising cultures, further colludes in the disenfranchisement of marginalised communities.

We need also to think of 'heritage' not as a fixed set of cultural practices or traditions that communities or nations 'have', but rather as a dynamic process that is always 'in the making' and subject to power relations (see for example, Hall, 1999). This requires us, therefore, to be mindful that, in crafting narratives of ESEA presence in Britain, we do not create a 'separate history' that decontextualises our presences from British, and wider European colonial pasts, US imperialism, histories of enslavement and indentured labour, or the exploitative dynamics of contemporary global labour.

Especially given the racialisation of East and Southeast Asian communities in Britain as a 'model minority' (Yeh 2014), it is important to note that, with a focus on the 'contribution' of Britain's racially minoritised groups, the framing of a Heritage Month can also feed into discourses and practices of playing the 'good deserving minority'. Within this paradigm, acceptance is only conditional, and works at the expense of those within and beyond the ESEA community who are constructed as failing to fulfil the requirements of making a 'contribution' – the disabled, undocumented migrants, those seeking asylum, refugees.

We therefore wanted to not only to expose the how global histories of colonisation have shaped our presence in Britain, but also to provide spotlights into the vastly different experiences of ESEA groups, which our collaboration with academics, each working in different areas, enabled us to do, at least to a certain extent.

Reflections

Despite the affirmative experience of launching the resources, which included positive feedback about their usefulness and their uptake by a range of universities and workplaces, this project nonetheless highlights the ongoing challenges of achieving representational justice. Conversations with those participating in the project unfolded around the disproportionate and poorly funded labour provided by us to universities and workplaces, who could adopt the resources in support of their Equality, Diversity and Inclusion initiatives, at no cost to themselves, whether financial or in terms of labour, and without necessarily engaging with East and Southeast Asian staff and/or students further. Our long-term design of ESEA Heritage Month 365, via our year-long series of academic mini-talks, aimed to disrupt confining the process of building knowledge of ESEA communities in the UK to a single 'Heritage' month. While this may have 'worked', it was nonetheless the case that the immense activity required for the team to produce the resources for the month, while also undertaking significant work for other ESEA Heritage Month events (and indeed for the ensuing Black History Month in October) led to the exhaustion and burnout. This experience is, of course, shared by many other marginalised bodies engaged in social justice work in the academy and workplaces. These two considerations, which are not exhaustive, highlight the complexities of undertaking this work within existing structures and knowingly engaging in post-race institutions that recuperate interventionist activities and sustain inequalities, while flying the banner of Equality, Diversity and Inclusion. It both points to a need to centre an ethics of care for ourselves and others, but also demonstrates the way in which such 'impossible' work is nonetheless undertaken by the marginalised as a necessary 'affirmation of humanity' (Ibrahim 2021: 38).

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East and South East Asia Heritage Month Resources

To commemorate this month committee members put together a list of useful free resources.

The padlet can be viewed online at this address

https://padlet.com/h_dawson/esea-heritage-month-2023-nr0x0v6z26dkxctv

ESEA Online Community Hub
https://www.eseahub.co.uk/esea-heritage-month-resources

Great new resource. It will contain guides; a series of toolkits for ESEA students and staff. Also, an ESEA Mini-Talk Series by academics, released monthly, sharing the latest research on ESEA communities in Britain in an engaging and accessible way

CrossAsia Search Portal
https://crossasia.org/
The portal has been set up by the Specialised Information Service Asia (Fachinforma-tionsdienst Asien) at Staatsbibliothek zu Berlin. https://staatsbibliothek-ber-lin.de/en/about-the-library/departments/east-asia-department/. It Includes Library catalogues and open-access repositories containing European and Asian language materials, Some full text is for subscribers only

South East Asia Digital Library
https://sea.lib.niu.edu/
Provides free access to primary and secondary materials created in and about South-east Asia. Covers Brunei, Cambodia, East Timor, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam.

Harvard-Yenching Library--NTU Library Joint Digital Library
Resources https://www.lib.ntu.edu.tw/events/hy-ntu/
National Taiwan University Library signed a Memorandum of Understanding with the Harvard-Yenching Library in 2015. This site includes digitized manuscripts, rare books, photographs and maps from China, Japan

South East Asia Historical Maps
The Digital Historical Maps of Singapore and Southeast Asia project
https://historicalmaps.yale-nus.edu.sg/pages/about is funded by Singapore's Ministry of Education Social Science Research (SSR) Thematic Grant. It provides access to pre 1900 maps and contextual essays

South East Asia Visions
https://digital.library.cornell.edu/collections/seasiavisions
A collection of over 350 European travel accounts of pre-modern Southeast Asia from
Cornell University Library's John M. Echols Collection. Includes books in English and
French.

Southeast Asian Images and Texts
https://search.library.wisc.edu/digital/ASEAiT
Resources from the University of Wisconsin
Incudes digitized images, including photographs and slides. Some from Colonial era.

Digital East Asian Collections of the Bavarian State Library
https://eastasia.digital-collections.de/
Digitized 7th-19th Century Chinese, Japanese and Korean manuscripts and prints from
the holdings of the Bavarian State Library (BSB),

LibGuides: Ivy Plus Libraries' Digital Projects on East Asia:
Introduction https://guides.library.duke.edu/ivypluseastasia
A directory of links to digitisation projects of East Asian materials being undertaken by
major research libraries and archives in the USA.