

ALISS *Quarterly*

Association of Librarians and Information professionals in the Social Sciences

Editorial

Women's History Month

Women's History month Map

Writer's In Residence, LSE Library

Wellbeing

University of Aberdeen Libraries

Disability

Access and Archives

Higher Education, Teaching and Learning bibliography

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Editor: Heather Dawson

h.dawson@lse.ac.uk

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Editorial

Womens History Month

Our wonderful world of inspiring women: Women's History month Map

Heather Dawson

About My Writer's In Residence

Sophie Hurst

Wellbeing

Wellbeing in the University of Aberdeen Libraries

*Teresa Costanza, Erin Matheson, Jenna Storey, and Sarah Todd
Digital and Information Services, University of Aberdeen*

Disability

Access and Archives: Personal Reflections

Kirstie Stage

Higher Education, Teaching and Learning bibliography

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 a recent event for Women's history which was hosted by ALISS in March 2024. Find further information on our website at <https://alissnet.com/aliss-womens-history-showcase-2024/>

2024 is an Olympic Year and in honour of the occasion This special event showcased the real lived experiences of sportswomen from a variety of arenas, who offered insight into their career paths, challenges, and thoughts on inclusive participation. We also introduced some historical treasures from several leading library collections and archives on the same theme and created a padlet of links to key resources. https://padlet.com/h_dawson/aliss-womens-history-month-2024-women-and-sport-zcmv4ht7ktfu36n3

Gillian Murphy, Curator for Equality, Rights and Citizenship, The Women's Library provided an introduction to treasures in the collection relating in a broad context to women and sport. The slides and references can be viewed on our website. Key collections include: the Papers of Ruth Christmas (1904-2001), a successful middle-distance runner during the 1930s. Reference SC/36. She also suggested innovative ways of tracing references to women in sport via popular women's magazines, images from poster collections and campaign materials relating to healthy living from organisations such as the 5FWI - Records of the National Federation of Women's Institutes.

Other inspirational speakers included: Maureen McGonigle – Founder of Scottish Women in Sport; Natalie Niederman – Inclusive Participation Officer at Northern Ireland Sports Forum. And Ailsa Wyllie, Sport Scotland. Sophie Hurst provided insight into her period as writer in residence at the LSE Library discussing how she used sport archives for inspiration. This is developed in more detail in her fascinating article in this issue. The second article looks at the map of inspiration women created for Women's history month.

The following sections highlight the outstanding work of libraries and archives in enhancing access to their collections. Staff of the University of Aberdeen offer a number of case studies of their amazing projects. The disability bibliography offers abstracts of some recent articles. Kirstie Stage offers a personal insight into enhancing accessibility for deaf staff and students with highlight good practice and point out future paths for improvement.

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

Our wonderful world of inspiring women: Women's History month Map

Heather Dawson

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



The padlet can be viewed online at this address

https://padlet.com/h_dawson/our-wonderful-world-of-inspiring-women-9ihepb01tusm2mo3

This map was inspired by the women featured in the book *Warrior Queens* by Kate Mosse.

For further information see her websites

<https://www.katemosse.co.uk.>

<https://www.panmacmillan.com/authors/kate-mosse/warrior-queens-quiet-revolutionaries/9781529092196>

North America

Phillis Wheatley Peters

was born in 1753. Despite being an enslaved woman, she is recognised as the first African-American published poet.

The Poetry Foundation website has examples of poems

<https://www.womenshistory.org/education-resources/biographies/phillis-wheatley>

<https://www.poetryfoundation.org/poets/phillis-wheatley>

Massachusetts History Society has examples of her letters concerning abolition

<https://www.masshist.org/features/endofslavery/wheatley>

Dorothy Porter

Was a 20th century Library pioneer find out from this CILIPs webinar how she's key to the development of black studies collections at Harvard University.

<https://daily.jstor.org/what-dorothy-porters-life-meant-for-black-studies/>

<https://www.youtube.com/watch?v=mjZVlosr7Vs>

Josephine Baker

African American dancer and civil rights campaigner. During World War II, Baker performed for integrated audiences of French and American troops. She also served as a member of the French Resistance forces and smuggled messages in her lyrics that were sent back to France from opposing forces. She received the Croix de Guerre for her efforts. Baker later returned to America to take part in the Civil Rights Movement. She was the only female speaker at the March on Washington in 1968, where she paid tribute to women civil rights activists. The National Museum of African American History and Culture has a biographical snapshot of her achievements.

<https://nmaahc.si.edu/josephine-baker>

Ida B. Wells

Ida Bell Wells-Barnett (July 16, 1862 – March 25, 1931) was an American investigative journalist, educator, and early leader in the civil rights movement. She collected photographic evidence to expose the racial injustices of lynching. These Library of Congress pages describe her contribution

<https://blogs.loc.gov/headlinesandheroes/2020/02/ida-b-wells-and-the-activism-of-investigative-journalism/>

<https://www.loc.gov/collections/african-american-perspectives-rare-books/articles-and-essays/daniel-murray-a-collectors-legacy/ida-b-wells-barnett/>

UK

Aphra Behn

Recognised as the first professional female writer in Britain but also a spy and an opponent of colonialism. The National Archives has an interesting video which introduces her role as a spy. Copies of her plays can be downloaded from the free Project Gutenberg website.

<https://media.nationalarchives.gov.uk/index.php/aphra-behn-memoirs-of-a-shee-spy/>

<https://www.gutenberg.org/ebooks/author/2728>

<https://lithub.com/the-first-english-woman-to-make-a-living-as-a-writer-was-also-a-spy/>

Mary Astell (1666-1731)

Was an English philosopher and advocate of women's education. LSE Library has a digital copy of her famous book A Serious Proposal for the Ladies.

<https://www.lse.ac.uk/library/assets/documents/rare-books/13-A-Serious-Proposal-to-the-Ladies.pdf>.

See more about her philosophical work on the Stanford Encyclopedia of Philosophy
<https://plato.stanford.edu/entries/astell/>

Emily Hobhouse (9 April 1860 – 8 June 1926)

was a British welfare campaigner, anti-war activist, and pacifist. She is renowned for exposing human rights abuses by the British during the Boer War. Working with local women, she recorded and photographed the deprivation and squalor she witnessed. Her Report of a Visit to the Camps, published in 1901, created an instant sensation and led to a public commission of inquiry.

Oxford University website has digitised one of its treasures a scrapbook of her experiences during the Boer War.

<https://treasures.bodleian.ox.ac.uk/treasures/emily-hobhouse/>

Romania

Ella Negrucci (1876-1948)

Was the first woman barrister in Romania

In 1936 she founded the Association “Frontul Feminin”, to protect the economic, political and social rights of women.

<https://www.ceeol.com/search/article-detail?id=890865>

<https://matricea.ro/ella-negrucci-prima-femeie-avocat-din-romania/>

Austria

Hedy Lamarr

was a 20th century Austrian-American actress and inventor who pioneered technology during the Second World War which guided torpedoes to their targets. Although she received no recognition at the time it is now recognised as the forerunner of many navigation systems.

<https://www.womenshistory.org/education-resources/biographies/hedy-lamarr>

<https://www.si.edu/newsdesk/snapshot/hedy-lamarr-golden-age-film-star-and-important-inventor>

Germany

Clara Zetkin 1857-1953

German socialist who proposed the first Women's Day The Marxists Internet archive provides free access to the text of her key writings

<https://www.marxists.org/archive/zetkin/index.html>

Hrotsvitha of Gandersheim.

First German Woman poet.

Born around 935, Hrotsvitha was a canoness in the German convent at Gandersheim. She wrote Latin poems, stories, plays, and histories during the reign of Emperor Otto the Great (962-73). the Library of Congress has this manuscript.

<https://www.loc.gov/item/2021667975/>

Italy

Christine de Pisan (Christine de Pizan)

was a medieval writer born (b. 1364, Venice, Italy; d. 1430, Poissy, France) considered an early feminist. Noted for her work *Le Tresor de la Cité des Dames* (The Book of the City of Ladies),

<https://blogs.loc.gov/bibliomania/2023/08/30/christine-de-pizan/>

<https://www.nationalarchives.gov.uk/education/resources/medieval-society/source-6d-christine-de-pizans-book-of-the-city-or-ladies/>

Middle East

Egypt

Huda Sha'rawi

<https://documentswomen.com/huda-sha-arawi-egypt-revolution>
 founded and became the first president of the Egyptian Feminist Union (EFU) in 1923
 The EFU launched one of the first feminist journals in French *L'Egyptienne*, in 1925
 and its Arabic edition, *al-Misriyya*, in 1927. The French National Library has background information and links to digital full text copies of this remarkable journal

<https://heritage.bnf.fr/bibliothequesorient/en/egyptienne-magazine-art#:~:text=1925%2D1940,-%C3%89lodie%20Gaden%2C%20associate&text=Founded%20in%201925%20by%20Hoda,first%20French%2Dlanguage%20feminist%20review.>

Her autobiography *Harem years: the memoirs of an Egyptian feminist* / by Huda Sha'rawi

Can be viewed free online via the Internet archive.

https://archive.org/details/haremyearsmemoir0000shar_x9n5

Caribbean and Latin America

Jamaica

Mary Seacole

19th Century healer and entrepreneur who played a significant role during the Crimean war.

Find out more from the Mary Seacole Trust

<https://www.maryseacoletrust.org.uk/learn-about-mary/>

A fascinating Census record from the National Archives

<https://www.nationalarchives.gov.uk/education/resources/significant-people-collection/mary-seacole/>

Her autobiography can be read online

<https://digital.library.upenn.edu/women/seacole/adventures/adventures.html>

Mexico

Frida Kahlo (1907-54) Renowned Mexican artist.

Biography <https://www.fridakahlo.org/frida-kahlo-biography.jsp>

See details of a recent V&A exhibition which has details of her work

<https://www.vam.ac.uk/exhibitions/frida-kahlo-making-her-self-up>

Bolivia

Esilda Villa

(18 December 1909 – 11 May 1947) was the first woman to become a lawyer in Bolivia and was instrumental in the women's movement in the early twentieth century in her country. This article provides images and an account of her life.

http://www.revistasbolivianas.ciencia.bo/scielo.php?script=sci_arttext&pid=S1997-44852020000200009&lng=es&nrm=iso

Argentina

María Teresa Ferrari (1887 –1956)

was the first female university professor in Latin America. She was a pioneering researcher in women's health.

She established the Argentina Federation of University Women in 1936,

<https://www.womensactivism.nyc/stories/4169>

Chile

Gabriela Mistral (1889-1957)

First Latin American poet to win the Nobel prize for literature in 1945

<https://www.nobelprize.org/prizes/literature/1945/mistral/biographical/>

<https://writersandfreeexpression.wordpress.com/2021/04/22/100penmembers-no-70-gabriela-mistral/>

Africa

Ethiopia

Senedu Gebru (January 1916 – 20 April 2009)

was an Ethiopian educator, writer and politician. In 1957, she became the first Ethiopian woman elected to Parliament. This YouTube film The Courageous Life of Senedu Gebru Produced by Impala Communication is worth viewing.

<https://www.youtube.com/watch?v=LLO-umGI9z8>

Nigeria

Stella Marke nee Thomas (1906-74).

Lawyer. First Black female lawyer called to UK Bar in 1933. West Africa's first woman magistrate in 1943, See this account of her achievements.

<https://www.africanwomeninlaw.com/african-women-in-law/stella-jane-marke.>

South East Asia

Japan

Murasaki Shikibu

11th Century author of the Tale of Genji

<https://www.europeana.eu/en/blog/murasaki-shikibu-and-the-tale-of-genji>

Also available online "The Diary of Murasaki Shikibu." by Murasaki Shikibu (978-).
Diaries of Court Ladies of Old Japan. 1920.

<https://digital.library.upenn.edu/women/omori/court/murasaki.html>

South Asia

India

Cornelia Sorabji (1866 – 1954)

was an Indian lawyer, social reformer. She was the first woman to study law at Oxford University. She was also admitted to the Bar in India and England. Read more about her amazing career from the Somerville College website.

<https://www.some.ox.ac.uk/eminent/cornelia-sorabji/>

Gresham College has an online lecture about her life and achievements

<https://www.gresham.ac.uk/watch-now/opening-doors-untold-story-cornelia-sorabji-reformer-lawyer-and-champion>

Savitribai Phule

Renowned Indian educator and campaigner for women's rights. She became the first female teacher in India and with her husband opened the first school for girls. See this Google arts and culture story

<https://artsandculture.google.com/story/savitribai-phule-zubaan/mAWBW6eHcTWSLg?hl=en>

<https://economictimes.indiatimes.com/magazines/panache/remembering-savitribai-phule-who-pioneered-womens-education-in-pre-independent-india/articleshow/96701126.cms>

Avvaiyar India

was a Tamil poet who lived during the Sangam period. The name Avvaiyar means a 'respectable good woman'. Her real name is not known.

She wrote 59 poems in the Puranāñūru. Some examples can be viewed here

<https://tamilnation.org/literature/auvaiyar/index.html>

New Zealand

Kate Sheppard (1847 - 1934)

Most famous suffrage campaigner in N. Zealand.

<https://nzhistory.govt.nz/people/kate-sheppard>

She was the editor of the White Ribbon the first woman only newspaper
<https://paperspast.natlib.govt.nz/periodicals/white-ribbon>.

In 1893 N. Zealand became the first country where women won the vote.

See petition <https://natlib.govt.nz/he-tohu/about/womens-suffrage-petition>

About My Writer's In Residence

Sophie Hurst

In my final year as a Writing for Performance student at the Royal Central School of Speech and Drama, our first term involved participating in a Writers in Residence. This initiative involved writers immersing themselves in an organisation to create pieces inspired by their experiences within that setting.

I partook my Writer's in Residence at the London School of Economics and Political Science (LSE), a "renowned institution specialising in social sciences" (LSE, 2024). Given its emphasis on academic rigor, the environment there tends to prioritise scholarly pursuits over creative endeavours, which differs from what I'm accustomed to. However, within the LSE's library is the Women's Library, a notable resource. Intrigued by feminist narratives and female-centered studies, I was eager to align my academic exploration with this focus. The Women's Library holds the distinction of being the "oldest and largest library in Britain devoted to the history of women's campaigning and activism" (Murphy, 2023), making it an ideal setting for my research and studies.

Whilst I understood that I would have access to the archival materials at the Women's Library, I initially assumed this access would be restricted to the collections available to the public. Following conversations about my interests—specifically, women's healthcare and women in sports—my host expressed enthusiasm for me to delve into the latter. Learning that the 'Women in Sport' archive was uncatalogued, and untouched, sparked excitement and determination within me; the prospect of researching materials that had remained dormant since their donation filled me with inspiration to craft a play centered around this theme and give a voice to these archives.

As I delved deeper into my research, particularly focusing on women's football—a timely and pertinent subject—I encountered a variety of themes such as: misogyny, sexualisation and homophobia. Motivated by a desire to address and explore these multifaceted issues within women's sports in my work, I became even more committed to investigating the archives to craft my play. In addition, I aimed to educate audiences on the extensive history of challenges in women's football, shedding light on how far we've progressed whilst highlighting how far we have to go.

This article will explore the archives I encountered during my research and examine their influence on the structure, style, and themes within my play 'The 3pm Blackout'.

The Influence of the Archives on Structure

My play doesn't adhere to traditional structures or plots; rather, I would characterise it as a piece of performance text, aiming to steer away the expectations typically associated with a 'play'. When examining the insights of playwrights such as Kurt Vonnegut ('Shape of Stories') and Stephen Jeffreys ('Nine Stories'), they both emphasize the necessity of an event, like an enticing incident, to constitute a story (Jeffrey, 2019), (Vonnegut, 'Shape of Stories', 2004). The archival material itself carries inherent storytelling elements, as "archivists themselves are storytellers, and archival functions inherently involve elements of narrative creation" (Cook in Latham, 2011). The conscious selection made by archivists in deciding what to include or exclude already withholds a sense of narrative. What has been left out, and why? What has been chosen, and why?

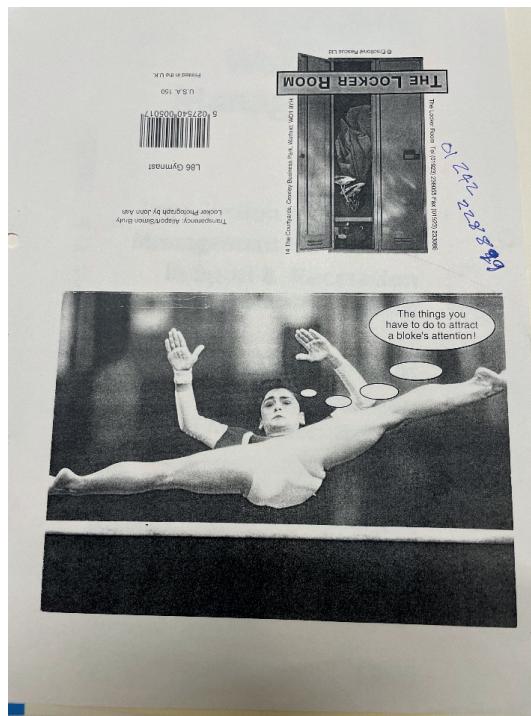
While exploring Celia Brackenridge's archives, I came across a play, presumably sent to her by Anne McArthur. This 41 paged play employs Greek mythology to recount the history of women in sports, using Queen Elizabeth I as the central protagonist.

Atalanta can run faster than any man, knowing that if they beat her, she must marry them – if she wins, the opponent will get killed. Hippomenes, prayed to Aphrodite that he would beat Atalanta. Aphrodite granted him his wish by giving him three apples, so that every time Atalanta was ahead, Hippomenes would roll an apple, forcing him to beat Atalanta.

Throughout the play, Atalanta and Queen Elizabeth are met by key figures, who played a part in the progression (or lack of) in women's sport. I was very keen to find a way to reference McArthur's play, and Atalanta, within my own work, whilst aiming to refrain from imposing an additional narrative onto the archives. Typically, in a story, there's an expectation of closure. However, considering the dynamic and ever-evolving nature of women's football, with new discussions emerging constantly, I was more inclined to craft an educational piece that sparks questions and prompts discussions rather than seeking to provide closure or satisfaction.

Consequently, my writing project had accumulated into a collection of three poems and three monologues, each addressing different facets of women's football. Each poem is paired with a corresponding monologue, organised into three distinct scenes. The monologues pose questions and raise issues, while the poems offer responses, reflections, and approaches to tackle them. The sections engage in a dialogue with one another, collectively shaping the narrative of the play.

The Influence of the Archives on Style



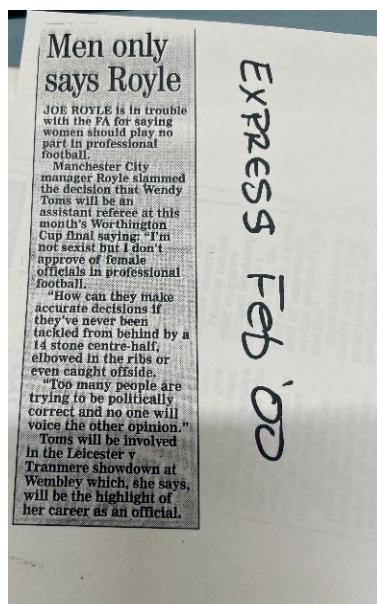
When using archival research with the aim of creating a piece of writing, I found it crucial to explore topics that either intrigued me or provoked me emotionally, or both, to write as a form of catharsis. While defining catharsis has proven challenging, it can be understood as "the process of releasing, and thereby providing relief from, strong or repressed emotions" (Oxford Languages, 2024). I found emotion arising whilst encountering different archives, in particular, an exchange of letters between Eileen Langsley—a notable sports photographer of which images featured in my play—and Celia Brackenridge deeply affected me. In one instance, Langsley informs Brackenridge about the inappropriate use of a photo of gymnast Marela Pasca on a greeting card, portraying her in a sexualised manner with a dismissive caption. Witnessing the commodification and sexualization of female athletes stirred frustration within me. When writing in a reflection of Langsley and Brackenridge's letters, I noticed a pattern emerging in my writing: it alternated between highly poetic passages and more naturalistic dialogue, each serving as a direct response to the issues at hand.

When writing from a feminist perspective, I found that my work tended towards the poetic—a mode of expression that felt instinctual to me. Reflecting on this, Strine's observation that "poetic discourse is quintessentially a site of personal and ideological struggle within the ongoing cultural dialogue" (Strine, 1989:26) resonated here. The poems created during my residency became a means of catharsis, addressing ongoing societal struggles such as misogyny.

Montefiore's assertion that "poetry has a particular role through its ability to conjure language into new significance" (Montefiore, 1983:1) deeply resonated with me. This statement helped me understand why I gravitated toward poetry as a mode of feminist expression. In 'The 3pm Blackout', I utilised metaphors and biblical references to confront themes of sexism, misogyny, and sexualisation, elevating the discourse to a deeper level of meaning.

The Influence of the Archives on Style

Through my research, certain themes emerged, including the sexualisation of female athletes and the connection between women in sports and Greek mythology. Additionally, I found supplementary materials in the archive that sparked inspiration for the monologue sections of 'The 3pm Blackout'.



One significant discovery in my research was a newspaper clipping from the 2000 issue of the Express. It featured an article where Joe Royle, the former manager of Manchester City, criticised the decision to appoint Toms, the first fully qualified female assistant referee, to officiate at the 2000-01 EFL Cup final. Royle argued that Toms lacked the experience of physical challenges on the field, such as tackles or elbows, and therefore should not be making decisions. It's disheartening to observe that even after more than two decades, prominent figures in football still engage in discussions that perpetuate misogyny. Joey Barton stands out as a recent example, often using social media platforms like X to belittle female pundits in the 'men's' game, questioning their credibility based on their gender or abilities.

The persistent presence of sexism and misogyny highlights the importance of addressing these issues in my play. In the final scene, titled 'The Joey Barton Debacle', I delve into the negative attitudes of male figures towards women in football. This serves as a platform to explore the question: what more women can do to combat this abuse? Despite our efforts, there's a realisation that we alone cannot eradicate it. However, I highlight individuals like Ian Wright, whose advocacy and support for women in the game have been instrumental. Wright's outspokenness and engagement in conversations to improve the landscape of women's football demonstrate that prominent figures can play a crucial role in reducing misogyny.

In the concluding poem section of my play, I employ a metaphor of a shepherd and sheep to illustrate how figures like Joey Barton act as shepherds, leading their followers, while those who challenge such attitudes become the outliers, gradually tipping the balance against misogyny. Demonstrating that as long as the shepherd continues to lead his flock, more sheep will join, and the flock will continue to expand, unless individual sheep gradually stray away over time, eventually outnumbering the collective.

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Wellbeing in the University of Aberdeen Libraries

*Teresa Costanza, Erin Matheson, Jenna Storey, and Sarah Todd
Digital and Information Services, University of Aberdeen*

Author note

Correspondence concerning this article should be addressed to Sarah Todd, Sir Duncan Rice Library, Bedford Road, Aberdeen, AB24 3AA

Email: sarah.todd@abdn.ac.uk

Background

The University of Aberdeen is one of the four ancient universities of Scotland, comprised of roughly 14,150 students and 3,600 staff members, spread across the two campuses within the city. The university maintains three libraries: Taylor Law Library, Medical Library, and the Sir Duncan Rice Library, which is the largest and most central hub for support services.

Wellbeing was a priority for the University of Aberdeen's Libraries prior to 2020, but the effect of the pandemic on mental health underscored the importance of these efforts. Inspired by initiatives already being implemented elsewhere, such as those at the University of Strathclyde (McLean, 2019) and the University of Lancaster (Cox & Brewster, 2020), UoA Libraries embarked on a review of our approaches, recognising the need to adapt and innovate in response to the evolving challenges being faced.

The result was the initiation of new plans aimed at wellbeing, accessibility, and inclusivity within the library environments. The overarching objective was to cultivate an environment where all members of the community felt both supported and empowered to thrive.

Redesign of Spaces



Photos of Old Aberdeen public library.

The redevelopment of our space began in 2019 with the transformation of the ground floor of the Sir Duncan Rice Library. With a lending collection provided to us by Aberdeen City Libraries and a range of comfortable new furniture, the Old Aberdeen Library was born. This effort aimed to foster a culture of leisure reading and help create a welcoming public space.

This marked the return of a public lending library to the area for the first time since the 1990's and is part of an ongoing collaboration between UoA Libraries and Aberdeen City Council. The public library is frequently recommended by our university Counselling Service as a place to help find balance between academic demands and personal wellbeing. The collection includes a variety of titles selected to promote wellbeing, from cookbooks and crafting, to stress management, and the latest blockbuster or crime noir. Part of the collection is aimed at younger readers; a new Saturday morning Book Group for 9–11-year-olds was established, and we host regular Bookbug events – song and story sessions aimed at 0–4-year-olds – for families in our community.

As the ground floor of the library is a space that is open to all, we began engaging with our 'library within a library' to showcase themes and celebrate awareness campaigns. This grew to include pop-up activities, such as celebrating Mother Language Day, for which we built a tree made of books in different languages and left space for visitors to write the name of their favourite book. We also had a map for people to put a sticker on where they call home. This received positive feedback from our community, who said that this contributed to their sense of belonging.



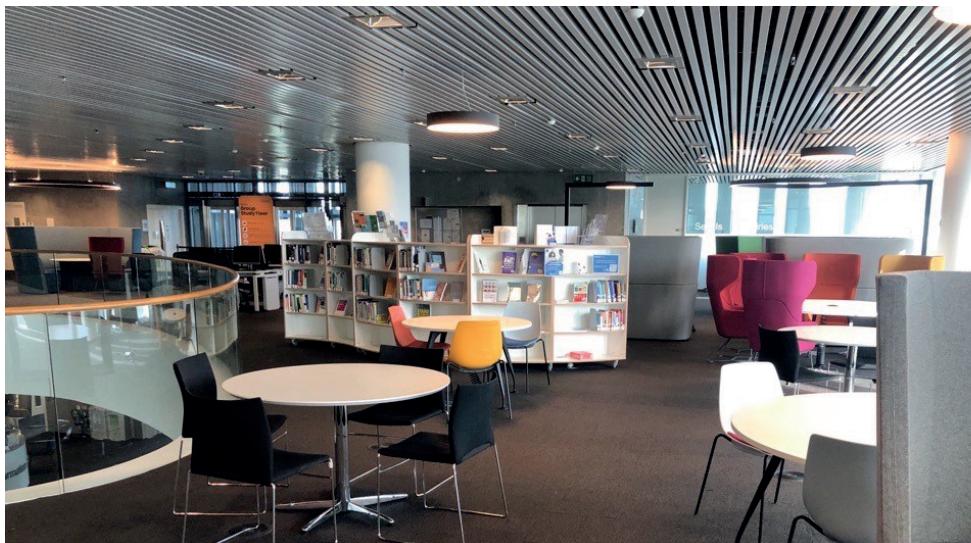
Left: A close-up photo of our Mother Language Day book tree.

Right: Our 'Where do you call home?' map. Visitors placed stickers on their home countries.

Following these initiatives, the Library Space Transformation Project (LSTP) was launched in Spring 2023 to redevelop the second floor of the Sir Duncan Rice Library. By reaching out to the student body through focus groups, student surveys, and consultations with both the Aberdeen University Student Union (AUSA) and Student Experience teams, it became apparent that there were clear demands for how our spaces should be redesigned.

While spaces for collaboration and groupwork within the library were highly sought after, another recurrent theme was the need for more resources to support wellbeing and provide a more comfortable space for neurodiverse students.

The redesign of the entire floor – formerly the location of our print journals – sought to meet the desire for more space dedicated to collaborative study and group work, while also providing a less formal, more flexible environment. A range of comfortable seating, groupwork booths, better lighting, movable shelving, and other amenities were added with the aim of fostering a sense of sociability and welcome.



A wide-angle view of our Floor 2 redeveloped space, showing a range of comfortable seating, groupwork booths and movable book display shelving.

Prior to the floor opening in September 2023, the Sir Duncan Rice Library maintained no dedicated shelving for displays. The refurbishment gave us an opportunity to create a space for our permanent wellbeing collection, as well as one for changing themes and future student curation. Since the unveiling, different teams from across Library Services have collaborated to curate a collection dedicated to equality, diversity and inclusion (EDI), and wellbeing. The Library's Inclusive Collections Group maintains a comprehensive plan for the shelf space, featuring a rotation of EDI themed displays. The group runs biannual purchasing initiatives to diversify our collections and seeks recommendations on EDI themes from staff and students.

This has allowed us to purchase new titles for our collection and has resulted in positive engagement, contributing to the popularity of the floor. During the previous academic year new items for Black History Month and LGBTQ+ History Month were acquired, while this year we bought fifty-four new items for Disability History Month and fifty-nine new items for International Women's Day. Publicly accessible electronic reading lists accompany our physical book displays and our associated social media campaigns have seen us increase our online following. These efforts are coordinated with our colleagues from Old Aberdeen Library to ensure that both collections complement each other to promote inclusion throughout our entire library space.

Following the theories that playfulness and creativity supports academic attainment (Nance, 2022), shelving space has been allocated within the floor to pilot a new, non-reading creativity collection which includes crafting supplies, puzzles, and games. These items have been kindly donated by university staff and have garnered significant interest among students who often take the initiative to organise, contribute to, or utilise the available materials for creative purposes.

Wellbeing Initiatives

Ongoing collaboration with representatives from AUSA and our Student Experience, Engagement and Wellbeing Team have led to the use of our spaces for regular wellbeing activities. Our Student Experience team run a “Take A Break” campaign during assessment periods, and in April 2023 we began offering our second-floor seminar room as a breakout room dedicated to providing a space for students to recharge. The pilot was well received, and in March of this year, “Wellness Wednesdays” was launched. Each Wednesday afternoon we host a planned event in our seminar room; this began with a session on guided breathing and meditation, and has since included activities such as crafting, games and zine making workshops. In line with our commitment to supporting wellbeing, initiatives such as these – particularly during periods of high stress – help to reaffirm the library role in student success.

The Library also hosts weekly Therapet sessions, affectionately branded as “Woofie Wednesdays”. In partnership with Canine Concern Scotland Trust, these sessions take place in all three UoA libraries so that students and staff on both campuses can attend. Animal-assisted therapy, including interactions with therapy dogs, has demonstrated stress-relieving effects for students (Peel et al., 2023). These sessions have been consistently popular, with over a thousand students attending in the last year, and social media engagement of these sessions frequently outperform that of our other campaigns. Beside our Therapet visits, wellbeing initiatives have also been introduced into our smaller site libraries by way of interactive display boards and motivational materials. Our EDI book collections, too, have been shared with these libraries, with Neurodiversity Celebration Week, Autism Acceptance Week, and Pride Month having been promoted in the last year.



A collage showing some of the Canine Concern Scotland Therapet dogs who visit our libraries.

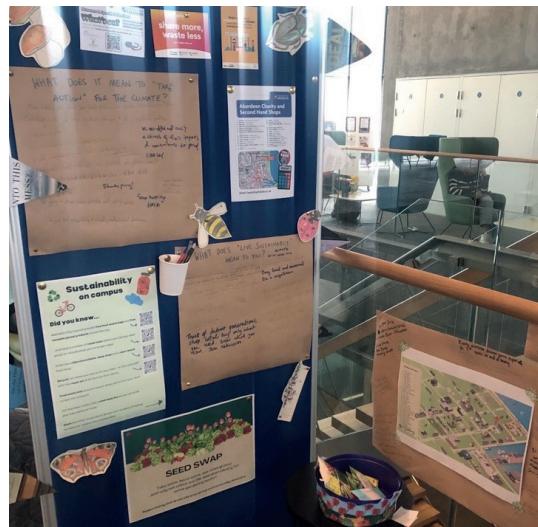
Throughout the year, we also supported the delivery of key events by setting up stands at Wellbeing Fairs, Welcome Events, International Fairs, and other promotional events. Though there are challenges to disseminating information and fostering engagement, particularly during high-impact periods such as Fresher's Week, these wellness initiatives provide us with valuable opportunities to connect with our community on an ongoing basis. It has meant we have access to an additional, more human means of communication, enhancing the visibility and accessibility of our Library services to students.

Next Steps

In late 2023, we successfully applied for a grant from the University's Development Trust to enable us to purchase additional resources for our creativity and wellbeing collection. The funding will allow us to fund more mental health relief tools and sensory resources; including fidget spinners, hourglasses; and additional crafts, constructive play toys and puzzles, with the aim of better building the kind of flexible learning environment we strive to achieve.

Going forward, we want to improve the quality of our book displays to better ensure accurate representation of our students. Our next goal is to invite members of our community to curate book displays. This will be piloted in June of this year (2024) with the creation of a Pride Month display by the University's LGBT+ Network.

Inspired by research indicating that greenery can lead to reduced stress and a more positive state of mind (Berger, et al., 2022), We have a new Green Libraries Project which aims to improve the sustainability of our libraries. The consultation on the redevelopment of our spaces also featured requests for plants in our library, so with this in mind, a pilot project to place hydroponic plants on the second floor will soon launch. A seed swap has also been established, where members of our community can come and take or exchange seeds to promote gardening and food growing. We have given out over a hundred packets of seeds so far.



The sustainability and Seed Swap area on our ground floor.

Our dedication to improving our collections and services compels us to keep thinking creatively and elevating our ideas. We want to highlight that while some projects do require intensive funding, many of our initiatives do not! Harnessing the passion of our staff by asking for a few hours a week for project work, creating attractive visual displays, and utilising connections with charities and community partners are all cheap ways of investing in our community. It is richly rewarding to see the positive difference our work is making, and it is an ongoing journey promoting and fostering a sense of belonging amongst our community.

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Access and Archives: Personal Reflections

Kirstie Stage

Historian Douglas C. Baynton famously noted, “Disability is everywhere in history, once you begin looking for it, but conspicuously absent in the histories we write.”

¹This framing has been central to my research practice, when thinking about both Deaf histories and disability histories. Sometimes, sources can be explicit in how information is presented. For example, the Disabled People’s Archive contains a wealth of sources linked to the Disabled People’s Movement and the Disability Arts Movement, including images, protest memorabilia and media excepts. I have used some of these collections alongside original oral history interviews that I have conducted with disabled organisers and non-disabled allies for the Block Telethon protests of 1990 and 1992.² These series of disabled-led campaigns drew on a much longer history of disabled people campaigning against various forms of charity fundraising and media depictions.

Nonetheless, Deaf people and disabled people are not a monolithic category and appear across different fields of historical research and contexts, including as radicals, leaders and creators.³ From both sports histories and Jewish histories, as shown by the works of scholars such as Samuel Brady, to LGBTQ+ organising, illustrated by Beckie Rutherford, the stories and experiences of Deaf and disabled people pop up across a range of collections.⁴ The Suffolk Archives, for example, hold collections from Walton Burrell (1863-1944), a profoundly deaf photographer who travelled the world and interacted with people from all walks of life.⁵ These archives not only give insight into Burrell’s life, but also offer a pathway to find out more about other deaf people. These include Burrell’s family members and figures such as Francis Maginn, one of the founders of the British Deaf and Dumb Association.⁶

Further information about Deaf and disabled people may be also found in archives by using techniques such as reading against the grain, analysing material

¹ Douglas C. Baynton, “Disability and the Justification of Inequality in American History”, in *The New Disability History: American Perspectives*, eds. Paul K. Longmore and Lauri Umansky, 33-57 (New York Press, 2001), 52.

² Kirstie Stage, “Block Telethon: A Summary”, The Disabled People’s Archive, accessed 4 April 2024, <https://disabledpeoplearchive.com/block-telethon-a-summary-by-kirstie-stage/>.

³ For examples, including work from Richard Amm, Dai O’Brien and Michael Skyer, see Disability Action Research Collective, “Disabled Communists and Anarchists”, accessed April 2024, <https://seditionist.uk/distro/readables/zine/disabled-communists-and-anarchists/>; Richard Amm, “Disabled Radicals”, forthcoming, <https://www.radical-guide.com/disabled-radicals-write-in-call-for-submissions/>; Alexandra F. Morris, “Let that Be Your Last Battlefield: Tutankhamun and Disability”, *Athens Journal of History* 6, no.1 (2020), 53-72.

⁴ For more, see Samuel Brady, “Moving towards Disability-Jewish histories”, *Jewish Historical Studies* 54 (2022), 101-128; Samuel Brady, “A small leap for disabled man: the athlete-led evolution of the sports wheelchair and adaptive sports”, *Sport in History* 43, no.1 (2023), 103-127; Beckie Rutherford, “Historicising the social model of disability”, London School of Hygiene & Tropical Medicine, 7 July 2021, accessed 4 April 2024, <https://www.lshtm.ac.uk/news/events/events/historicising-social-model-disability>.

⁵ Suffolk Archives, “The World of Walton Burrell”, accessed 4 April 2024, <https://suffolkarchives.shorthandstories.com/the-world-of-walton-burrell/index.html>.

⁶ The BDDA removed ‘Dumb’ from its title in 1971. For more information about the BDA’s history, see Ian Depledge, Alan Murray, Ian Urquhart and Diane Webb, *A Pictorial History of the BDA* (British Deaf History Society, 2016).

culture or distinguishing voices of power in official documentation.⁷ This reflection considers some of my own experiences of finding stories from Deaf and disabled people across different collections, as well as accessing archives as a deaf researcher.

Audio only!

Audio sources are brilliant and can share a wealth of historical information about someone's life, thoughts, opinions, experiences or encounters. Nevertheless, this almost always comes up with additional access challenges for me. Sometimes, with hearing aids (a personal loop system and microphones), I can work out what is being said in the archives. However, this depends on a number of factors, for example, the audio quality; the familiarity of the topic being discussed; the accent or dialect of the speaker; and the length of the audio recording. Regardless, this process often takes me much longer to do as it is an exhausting task for me to process and understand the material.

Transcripts

Transcripts can help me to follow audio-based materials more clearly. Whilst transcripts can take longer to produce and be a more expensive form of human labour, assistive technology, including artificial intelligence, might offer up additional opportunities for providing access to non-sensitive information with fewer barriers. For 'oral' history interviews, some platforms can change audio-based sources into a text format, though further consideration must be given to ethics, data protection, legal rights, research practice and transparency. From my experience, several archives have made fascinating and relevant collections publicly available without transcripts or rough notes about audio-based sources. I have been unable to draw on these fully because of access barriers. In the process of depositing and maintaining archives, accessibility should be thought through from the beginning, to enable greater use and research opportunities from existing and future collections.

Key terms and context

Identifying useful collections is an important part of the research process. Accessible catalogues, not only in terms of website design, but also in information content and dissemination, play an important role in this. In the early stages of my research, I often have a list of important names, places, people, dates, groups or organisations.

⁷ Timothy Bewes, "Reading with the grain: a new world in literary criticism", *Differences* 21, no.3 (2010), 1-33; Richard Grassby, "Material culture and cultural history", *Journal of Interdisciplinary History* 35, no.4 (2005), 591-603; John Murphy, "The new official history", *Australian Historical Studies* 26, no.102 (1994), 119-124.

Drawing on these key terms, I use search discovery tools to find relevant collections in manual handbooks or online. This process is not always clear and straightforward. Understanding how different archives use their catalogues or how to navigate different resources or online platforms does not come easily to me. Sharing information about key terms and summaries of collections, through research guides and easy-read information pamphlets, in clear locations, have been of considerable value in making this process easier and more accessible for me.⁸

New technologies

As a historian, I like to use a range of sources from different places, from institutional records to private personal collections. I particularly enjoy examining visual sources, such as photographs and videos, to obtain further historical information because it does not rely on text and offers up multiple interpretations. With the proliferation of technology, digitalisation and remote options of communication have facilitated further access to identifying and exploring archives, specific collections and individual sources. For example, I hoped to find local sources linked to Newcastle upon Tyne and recently contacted the Newcastle Photo Archive via email to ask about Deaf and disability histories in their collections.⁹ Following this interaction, the Newcastle Photo Archive have remotely shared images and information the Royal Victoria School for the Blind (1838-1985). This former school had premises in west Newcastle and alongside education opportunities, offered visually impaired and blind people opportunities for manufacturing work. Whilst barriers still persist in accessing archives online (for example access to the internet, inaccessible online resources or knowledge of using computers), this route has helped me to gain a broader knowledge and awareness of archival collections.

Conclusion

Overall, Deaf and disabled people's experiences and stories cut across different collections. These are incorporated into social movements and political organising as much as they are involved in histories of labour, sports, education, fashion, spanning across different contexts and time periods, from the ancient world to the present day. Whilst there is much fertile ground to build upon previous works, there are considerable barriers to access that impede research opportunities, such as the reliance on audio-only sources, the lack of transcripts or time-coded detailed notes, unclear catalogues, and inaccessible or non-existent research guides or information pamphlets.

Nevertheless, new technologies might offer valuable routes to consider the ways in which galleries, libraries, archives and museums can further improve access and encourage people to use their collections. This might then start to disprove Baynton's observation about the absent nature of disability in historical research collections.

⁸ For examples, see the Bodleian Libraries, "Disability History Resources: Archives and Special Collections", accessed 4 April 2024, <https://lib-guides.bodleian.ox.ac.uk/disability-history-resources/archives-and-special-collections#:~:text=%22The%20Modern%20Records%20Centre%20holds,disabilities%20during%20the%2020th%20century>; the Modern Records Centre, "Sources for the history of disability and disability rights", accessed 4 April 2024, https://warwick.ac.uk/services/library/mrc/research_guides/disability/; the Institute of Historical Research, "History of Disability Collections", accessed 4 April 2024, <https://www.history.ac.uk/library/collections/disability-history>; the National Archives, "How to look for records of... Disability history", accessed 4 April 2024, <https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/disability-history/>.

⁹ For more information, see Newcastle Photo Archive, accessed 4 April 2024, <https://newcastlephotoarchive.org.uk/>.

Disability, Higher Education, teaching and Learning Bibliography Jan/March 2024

Teaching and Learning

Andrade, Maureen Snow. "Inclusive Teaching in Higher Education: Assignment Time Extensions vs. Self-Regulated Learning." *The International Journal of Learner Diversity and Identities*, vol. 31, no. 1, 2023, pp. 39–58,

<https://doi.org/10.18848/2327-0128/CGP/v31i01/39-58>.

Abstract: Higher education offers extensive benefits to individuals, economies, and societies. As such, it is critical for institutions to embrace diversity and create an inclusive environment that enables success. Certainly, one of the purposes of higher education is to expand perspectives and world views. This requires a diverse faculty and student body. However, it also requires awareness, openness, understanding, and change. In particular, faculty members need to develop inclusive curricula, pedagogical practices, and ways of communicating that give every student equal access to knowledge. The purpose of this article is to examine the benefits of diversity, review the concept of inclusion and inclusive teaching, consider a particular application of inclusive teaching, and propose an alternative to time extensions and similar interventions. The review first considers studies on assignment time extensions for cognitive and mental disabilities. It then turns to the limited number of studies on time extensions outside of this context, briefly reviews the impact of time management skills on academic performance, and finally, presents the theory of self-regulated learning as an approach to lifelong learning and sustainability that is supportive of an inclusive educational system.

Nachman, Brett Ranon. "'What Do We Have to Do?' Community College CTE Faculty Perceptions, Preparedness, and Propositions in Supporting Disabled Students' Employment Opportunities." *Community College Review*, Jan. 2024, p. 00915521231222273, <https://doi.org/10.1177/00915521231222273>.

Abstract: Objective/Research Question: The purpose of this grounded theory study is to explore how community college CTE faculty members aim to support disabled students in their career pursuits. Methods: This constructivist grounded theory study entailed interviewing 20 faculty members across two southeastern United States community colleges.

Results: Findings unveil the prominence of community college faculty holding mixed perceptions and limited understandings of disabled individuals' experiences in CTE fields, tending to weed disabled students out of these professions, and possessing various ideas for how to better enable disabled students' success, including bolstering disability awareness and acceptance. Conclusions/Contributions. These insights contribute to the formation of the 3Ps Model of Faculty Professional Engagement with Minoritized Students that will guide researchers in how to understand the processes that shape faculty engagement with minoritized students. The study also reveals opportunities for growth in how community college faculty and practitioners address issues surrounding building up disabled community college students' employment pathways.

Ristad, T., Witsø, A. E., Horghagen, S., Kvam, L., & Østvik, J. (2024). Studying Disability: A Multi-Stakeholder Perspective on Requesting Accommodation in Higher Education. *Social Sciences*, 13(3), 154.

<https://doi.org/10.3390/socsci13030154>

Abstract: Including students with disabilities in higher education is a global political objective and is considered a human right. However, many students do not feel included and hesitate to ask for the help they need to succeed in their education. This study aims to investigate the processes of requesting accommodation for students with disabilities in higher education from the perspectives of both students and support providers. Six co-creation workshops were held, with a total of 46 participants from various backgrounds relevant to exploring pathways for students with disabilities in higher education and into the workforce. The audio recordings of the workshops were analyzed using a constructivist grounded theory approach to identify and explore processes. Three interconnected processes were identified: determining whether to disclose, asking for accommodations, and studying disability. The analysis showed that these processes could be time-consuming and riddled with barriers, and they did not always result in granted accommodations. Some students ended up using their study time to research their disability and potential accommodations instead of studying their subject matter. To eliminate barriers and promote disclosure, universities should ensure a universally designed education and that staff have the necessary knowledge to assist students in obtaining accommodations.

Supporting disabled students – mapping reasonable adjustments and transition support. (2024, April 11). TASO.

<https://taso.org.uk/news-item/new-report-supporting-disabled-students-mapping-reasonable-adjustments-and-transition-support/>

Abstract: The report finds that current transition support arrangements are, to an extent, achieving their objectives of helping disabled students become familiarised with higher education life, aiding better understanding of the available support they can access.

Witham, B., & Brewer, G. (2023). "Giving the People Who Use the Service a Voice": Student Experiences of University Disability Services. *Disabilities*, 4(1), 1–10.

<https://doi.org/10.3390/disabilities4010001>

Abstract: Disabled students are systematically disadvantaged compared to their non-disabled peers and Disability Services can provide important access to accommodations and support. Such services are not, however, without issues. The present study investigates student experiences with University Disability Services in order to identify shared barriers to inclusion and recommendations for practice. Individual semi-structured online interviews were conducted with twelve female students. Each student discussed their engagement with Disability Services as an undergraduate or postgraduate student, and each student disclosed a long-term, non-visible condition. A thematic analysis was used to identify three themes. These were (1) Identity and Legitimacy (Identification as Disabled, Perceived Legitimacy, The Importance of Evidence), (2) Knowledge and Understanding (Knowledge of Specific Conditions, Knowledge of Disability Services, Disability Services Staff Knowledge and Understanding, Peer Knowledge and Understanding), and (3) Independence and Support (Desire for Autonomy, The Importance of Self-Advocacy, Additional Support). The findings highlight shared barriers to support experienced by students with different diagnoses who engage with University Disability Services.

A range of recommendations are provided to improve Disability Services provision (e.g., universities are advised to review the language used to advertise Disability Services).

Teaching and Learning

Flink, Patrick J., and Timothy Leonard. "Students With Disabilities: Skills, Strategies, and Dispositions for Success at a Community College." *Journal of Higher Education Theory and Practice*, vol. 23, no. 17, Nov. 2023,

<https://doi.org/10.33423/jhetp.v23i17.6541>.

Abstract: The objective of this study was to investigate experiences that students with disabilities have while attending a two-year commuter college, with a focus on understanding the skills, strategies, and dispositions that contribute to their academic success. A phenomenological research method was utilized for this study. Data collection method for this study involved using qualitative, open-ended, semi-structured interviews. The results of this study illustrate that students with disabilities at the community college level often face a variety of social, emotional, and academic challenges. The findings of this study suggest that students with disabilities on campus benefited from social support, family advocacy, and goal setting. Students with disabilities often have more challenges on campus experiences than their non-disabled peers. The findings of this research add to the limited research focusing on factors of success as it relates to students with disabilities. It is suggested that programs are designed and provided with the intention of supporting the emotional, social, and academic needs of students with disabilities on campus.

Madikizela-Madiya, N., & Mkhwanazi, S. T. (2024). Academic identities and socio-spatial exclusions of academics with disabilities: a capabilities approach. *Disability & Society*, 1–17. <https://doi.org/10.1080/09687599.2024.2311357>

Orchard, V., & Jones, E. K. (2024). 'Wellbeing' and the production of disability in the university: Erasure, effacement and institutional exceptionalism. *Power and Education*, 17577438241239840. <https://doi.org/10.1177/17577438241239840>

Abstract: This article uses 'wellbeing' as deployed within UK higher education as a starting point for examining the relationship between disability and the university. We explore various strands of scholarship that seek to critique wellbeing, universities, and/or connections between disability and these institutions. Work on 'wellbeing' identifies the harmful logics underpinning its political appropriation, but erases disability by declining to consider it as political experience. Critiques of the university efface disability by considering disablement only insofar as it affects the non-disabled, and reify 'intellect' as neutral entity and sole true purview of higher education. Work on the political economy of disability exposes crucial connections between disability and capitalism, and the role of economic and political institutions in upholding them, but relies on a distinction between worker and surplus that cannot reckon with institutional complexity. Finally, scholarship that directly confronts the university as disabling institution accounts for complexity, but hinges on an ultimately utopian vision of the university as an exceptional, salvageable space, neglecting key mechanisms by which it continues to marginalise disabled people. We suggest that reaching a fuller understanding of the university as producing disability must involve moving away from this exceptionalism and toward dialogue with critiques of other institutions.

Peruzzo, F., & Raaper, R. (2024). The making of the activist disabled subject: disability and political activism in English higher education. *Discourse: Studies in the Cultural Politics of Education*, 45(2), 173–186. <https://doi.org/10.1080/01596306.2023.2271406>

Abstract: Drawing on a Foucauldian theorisation and an in-depth study with eight disabled student activists in England, this paper explores how persistent marginalisation and ableism in higher education has triggered a wave of activism among disabled students, who, just before the advent of the pandemic, had organised a structured movement, Disabled Students UK.

Assistive technology

Fernández-Cerero, J., Cabero-Almenara, J., & Montenegro-Rueda, M. (2024). Technological Tools in Higher Education: A Qualitative Analysis from the Perspective of Students with Disabilities. *Education Sciences*, 14(3), 310.

<https://doi.org/10.3390/educsci14030310>

Abstract: The integration of information and communication technologies (ICT) in education has emerged as a transformative element, contributing significantly to the establishment of more inclusive educational environments. In this context, understanding the impact of technological tools becomes crucial to identifying the opportunities and limitations that students encounter when incorporating these resources in university classrooms. The main objective of this research is to analyse the impact of ICT use in higher education, with a specific focus on the perceptions of students with disabilities. Information was collected through interviews with university students with disabilities. The results reveal both advantages and difficulties and underline the importance of designing and implementing technologies in an inclusive way. Key issues relating to accessibility and participation are addressed, providing valuable insights for improving inclusive higher education in the digital age.

Moriña, A., Carballo, R., & Castellano-Beltran, A. (2024). A Systematic Review of the Benefits and Challenges of Technologies for the Learning of University Students with Disabilities. *Journal of Special Education Technology*, 39(1), 41–50.

<https://doi.org/10.1177/01626434231175357>

Abstract: This systematic review explores the benefits and difficulties of using technology for the learning of university students with disabilities in both face-to-face and distance learning. Three databases were searched: ERIC, Scopus and Web of Science.

The review included 14 articles that met all the inclusion criteria. All the included articles were qualitative studies involving 240 students and 143 faculty members. The data were analyzed using an inductive system of categories and codes. The results are organized around five themes: characteristics of the studies, technological resources most commonly used in university teaching, benefits of technology for learning, difficulties in using technology, and valuation of virtual teaching environments. The discussion and conclusions highlight the positive aspects of technology in the learning of students with disabilities, and warn of the need to improve faculty training and inclusive policies to ensure an effective and accessible use of technology.

ADHD

Doyle, A., Healy, O., Paterson, J., Lewis, K., & Treanor, D. (2024). What does an ADHD-friendly university look like? A case study from Ireland. *International Journal of Educational Research Open*, 7, 100345.

<https://doi.org/10.1016/j.ijedro.2024.100345>

Abstract: In Ireland, 5 % of university students registering with disability services in higher education have ADHD, increasing annually. Student services nationally report a significant increase in requests for assessment, diagnosis, and support for ADHD in university. This mixed method study investigated the experiences of undergraduate and postgraduate students with a diagnosis of ADHD in one HEI in Ireland to determine (i) institutional and systemic challenges, (ii) facilitators of successful progression through university, and (iii) an evidence-base to inform effective support. Data analysis encompassed responses from an online survey, anonymized longitudinal data extracted from disability services student progression reports, and qualitative data extrapolated from open-ended survey responses and individual, in-depth interviews. Findings indicate a need for ADHD friendly university campuses, adoption of Universal Design for Learning, increasing ADHD awareness within the university community, targeted ADHD supports, and optimizing the sensory environment.

Blind Students

Akbar, A., Jabbar, A., Saleem, Q. U. A., & Ashiq, M. (2024). Access and Use of Digital Information Resources by Students with Vision Impairment: Challenges, Prospects and Expected Role of Libraries. *International Journal of Disability, Development and Education*, 71(2), 189–207.

<https://doi.org/10.1080/1034912X.2022.2095356>

Abstract: The use of information and communication technologies (ICTs) has considerably increased among students, including students with vision impairment (SVI). There has been limited work on the information and digital needs of people with disabilities, particularly SVI who were studying for their masters or MPhil and were involved in research activities in Pakistan. This study is an effort to explore various obstacles, expected services and support for SVIs from their universities, libraries, and Higher Education Commission (HEC) Pakistan. This study is qualitative in nature, and an interview guide was used to collect data from the participants in Lahore, Pakistan. The results of this study showed that students with vision impairment use a variety of digital information resources. However, very few use the higher education commission of Pakistan subscribed databases due to restricted access and complex interfaces. The hindrances include lack of university support, limited training opportunities, non-availability of digital library services, and others. The participants highlighted a variety of needed library services and support from their departmental as well as central libraries. It is assumed that the results of this study will help the relevant authorities to make friendly policies and improve library services to facilitate the SVI.

RLUK ICIL | Making Archives Engaging for Visually Impaired Audiences.

<https://www.youtube.com/watch?v=NhMbnb1l1Uk>. Accessed 18 Mar. 2024.

Abstract: How can archival collections be made not only accessible but fun and engaging for visually impaired audiences? For the past year, Ellen Oredsson has been completing a project as part of the TNA/RLUK Professional Research Fellowship Scheme looking at how to answer this question as part of her role in the Education & Outreach department at The National Archives. Over the course of the year, she has talked to experts and people with lived experiences and have explored everything from magnifiers to specialised iPads and tactile images. In this presentation, she will share what she has learnt so far when it comes to meeting the needs of these audiences and how she has practically implemented these learnings to expand the reach and accessibility of The National Archive's collections and offerings.

Mental Health

Holbrook, A., Shaw, K., Fairbairn, H., & Scevak, J. (2024). Wellbeing and doctoral candidature: The background and development of the importance to doctoral wellbeing questionnaire. *Innovations in Education and Teaching International*, 61(1), 5–18.

<https://doi.org/10.1080/14703297.2022.2138939>

Abstract: Poor mental health in higher education settings is a worrying issue prompting the need to investigate the organisational and personal factors that impact mental health and wellbeing. Such information is integral to building a comprehensive picture of the doctoral learner. Drawing on prior research identifying what novice researchers perceive as important to their wellbeing, the Importance to Doctoral Wellbeing Questionnaire (IDWQ) was developed. Seven dimensions were identified in a pilot phase: 'Work-Life Balance', 'Social-Collegial', 'Personal Research Confidence', 'Future', 'Researcher Identity', 'Supervisor', and 'University'. The questionnaire was then administered nationally to a larger more diverse cohort of research candidates prior to the COVID-19 pandemic. The findings clarify potential candidate vulnerabilities. The IDWQ can be used to focus institutional appraisal of programmes and policies to assist novice researchers to identify key concerns and manage learning contingencies.

Holden, C. L., Wright, L. E., Herring, A. M., & Sims, P. L. (2024). Imposter Syndrome Among First- and Continuing-Generation College Students: The Roles of Perfectionism and Stress. *Journal of College Student Retention: Research, Theory & Practice*, 25(4), 726–740.

<https://doi.org/10.1177/15210251211019379>

Abstract: More research is needed to understand the relationships between imposter syndrome, perfection, and stress, as well as how they might be similar or different among first- and continuing-generation college students. This research study examines the relationships among imposter syndrome, perfectionism, and stress among first- and continuing-generation college students. Participants included 388 college students, including 184 (47.4%) first-generation students. Results indicate levels of imposter syndrome and stress are similar between first- and continuing-generation students. Levels of socially prescribed perfectionism are significantly correlated with imposter syndrome and stress for both groups; however, imposter syndrome is more strongly associated with stress among first-generation students. Implications for college student mental health and retention are discussed.

Jehi, T., Mulvey, M., Shulgan, E., Burke, E., Dean, M., Betancourt, J., Carliss, G., Khan, R., Majzoub, N., Halawani, R., Beeson, L., & Zeman, C. (2024). Anxiety, Depression, Stress, and Test Anxiety are Inversely Associated with Academic Performance Among Undergraduate Students Post-COVID-19 Confinement. *American Journal of Health Education*, 55(2), 89–99.

<https://doi.org/10.1080/19325037.2023.2296943>

Abstract: This cross-sectional study investigates the impact of mental health illnesses and test anxiety on academic performance of 201 undergraduate students post-COVID-19 in U.S.A. **Methods:** A survey was administered between October 20th and November 3rd 2022 to collect data on demographics, mental health variables and GPA. Significant negative associations were observed between academic performance and depression. The findings may be valuable for health educators who can reach stakeholders and highlight the importance of addressing these mental health illnesses and applying systematic mental health treatment plan on college campuses.

Larose, S., Bureau, J. S., Cellard, C., Janosz, M., Beaulieu, C., Châteauvert, G. B., & Girard-Lamontagne, A. (2023). How did College Students with and Without Disabilities Experience the First wave of the COVID-19 Pandemic? A Stress and Coping Perspective. *Research in Higher Education*.

<https://doi.org/10.1007/s11162-023-09756-5>

The COVID-19 pandemic has overturned daily routines across the entire planet. And newly arrived college students in the fall of 2019 were no exception. In addition to adjusting to the college transition, they had to cope with the multiple consequences of the pandemic's first wave (e.g., confinement, quarantine, physical distancing, remote learning, job loss). To date, it is unknown how this experience has affected students, and particularly the most vulnerable. The main objective of this study was to examine, from a stress and coping perspective, how college students with and without disability experienced the first COVID-19 wave. A longitudinal study using online surveys was conducted in a sample of 1,465 students (mean age = 18.2) attending college in the province of Québec (Canada), of whom 42% disclosed a disability (i.e., ADHD, mental health disorder, or learning problem) at college entry. Exposure to COVID-19 varied according to disability type, study region, and study program. After controlling for exposure, students' initial adjustment to college, and high school GPA, students with a disability, and particularly those presenting a mental health disorder, experienced greater stress and had greater difficulty coping with the situation compared to students without a disability. Generally, girls and students attending a college in an urban area were more affected by the pandemic. Results are discussed with a view to designing preventive measures for at-risk students who enter college during a pandemic.

Lovell, J., & Webber, M. (2024). Adaptation of Connecting People to address loneliness and social isolation in university students: *a feasibility study*. *Journal of Higher Education Policy and Management*, 46(1), 32–47.

<https://doi.org/10.1080/1360080X.2023.2242079>

Abstract: University student mental health and wellbeing is a concern, exacerbated by the COVID-19 pandemic. Loneliness and social isolation are drivers of student mental health problems, amenable to intervention. Connecting People was developed and piloted in health and social care services to support people to enhance their social connections. This paper reports results of a pre-post, single-group evaluation of training provided to 105 people supporting students in a UK university, and the feasibility of using a Connecting People adaptation to reduce student social isolation. Trainee confidence in supporting socially isolated students increased after training and remained high six months post-training. Positive feedback included students making new friends, and helping trainees to break down tackling loneliness and social isolation into manageable steps. Further evaluation is required to test effectiveness, but the model appears feasible to use at minimal cost, and may offer a suitable model to alleviate student social isolation.

McKendrick-Calder, L., & Choate, J. (2024). Educators' lived experiences of encountering and supporting the mental wellness of university students. *Higher Education Research & Development*, 43(1), 180–195.

<https://doi.org/10.1080/07294360.2023.2218810>

Abstract: Globally, there is an increasing prevalence of higher education students with mental health issues. Educators are guaranteed contact points, and students often seek their support to manage their mental wellness. However, there is limited research describing educators' experiences of these interactions. This interpretive phenomenological study engaged 16 educators from an institution in Canada and Australia. Interviews were conducted to understand their lived experiences interacting with and supporting students with mental health issues. Data demonstrated that educators encountered students with challenges to mental wellness, most commonly around course assessments. These encounters caused strain on educators personally and professionally, which they responded to by adapting teaching practices to mitigate risks to student and educator wellbeing, compartmentalization and boundaries, and relational connection and support. Over time they evolved to manage this and incorporate this role into their teaching, with more confidence and less impact on themselves. This manuscript highlights the lived experiences of educators engaging with students with mental health stressors, and provides tangible examples of professional and personal modifications that mitigated the strain on the educator caused by these encounters.

Minihan, S., Orben, A., Songco, A., Fox, E., Ladouceur, C. D., Mewton, L., Moulds, M., Pfeifer, J. H., Van Harmelen, A.-L., & Schweizer, S. (2023). Social determinants of mental health during a year of the COVID-19 pandemic. *Development and Psychopathology*, 35(4), 1701–1713.

<https://doi.org/10.1017/S0954579422000396>

Abstract

Office for Students (2024). *Evaluation of the Mental Health Funding Competition: Using Innovation and Intersectional Approaches to Target Mental Health Support for Students* - <https://www.officeforstudents.org.uk/>.

Abstract: Final programme-level evaluation report and briefing papers for the Mental Health Funding Competition, from external evaluators Wavehill.

Pascale, A. B., & DeVita, J. M. (2024). Transgender college students' mental health: Comparing transgender students to their cisgender peers. *Journal of American College Health*, 72(1), 135–141.

<https://doi.org/10.1080/07448481.2021.2024212>

Abstract: Objective: Although researchers in higher education have focused more attention on transgender individuals, gaps remain, particularly related to aspects of health and wellness. Participants: Participants were a nationally representative sample of college students. Methods: Anova and follow up post hoc tests were utilized to examine measures of transgender college students' mental health in comparison to their cisgender peers who identify as heterosexual, lesbian, gay, and bisexual. Results: Findings indicate that transgender students were more likely to report physically harming themselves or attempt suicide, but responded similarly to peers on other measures. Conclusions: Individuals who work with transgender college students can benefit from this research by understanding how to support and avoid marginalizing these students.

Solís García, P., Real Castelao, S., & Barreiro-Collazo, A. (2024). Trends and Challenges in the Mental Health of University Students with Disabilities: A Systematic Review. *Behavioural Sciences*, 14(2), 111.

<https://doi.org/10.3390/bs14020111>

Abstract: This systematic review examines mental health in university students with disabilities, focusing on increasing prevalence and associated challenges. Following the PRISMA protocol for study selection and analysis, it aims to analyze problem prevalence and risk factors, explore support strategies and available resources, and identify gaps and areas for improvement in care and access to mental health services for disabled university students.

This review includes 16 articles that met the established criteria. The findings reveal higher mental health issue prevalence in these students compared to non-disabled peers, highlighting the need for specific, tailored interventions. Improvement areas in general inclusion measures to prevent high-risk situations and intervention responses to discomfort and existing mental health problems are discussed. The importance of a holistic approach to ensure their overall well-being and academic success in an inclusive educational environment is emphasized.

Stahl, G., & McDonald, S. (2024). 'I'd rather not bring any attention to myself': shyness and belonging(s) during the first-year university experience. *Research in Post-Compulsory Education*, 1–19.

<https://doi.org/10.1080/13596748.2023.2285629>

Abstract: The first year of university can be a vulnerable time, especially for students who describe themselves as shy and who may be reluctant to engage socially. Shyness, which can be closely aligned with social anxiety, often reduces opportunities for students to belong.

Vázquez, Evelyn. "Negative Emotions, Social Isolation, and Impostor Syndrome in the Pursuit of Professional Mastery in Research Universities." *International Journal for Academic Development*, vol. 28, no. 4, Oct. 2023, pp. 495–508,
<https://doi.org/10.1080/1360144X.2022.2072848>.

Abstract: This investigation explores how the academic development influence the emotions and psychological states of university professors, particularly during two ceremonies of passage (graduate school and the tenure process). Thirty-two narrative interviews were conducted with tenure-track and tenured faculty members from the Social Sciences, Humanities, and Science, Technology, Engineering, and Math (STEM) fields. The research site was a research university in the western United States. Findings suggest symbolic aspects internalized during graduate school enhanced the normalization of social isolation, impostor syndrome, and negative emotions as common characteristics of the academic profession across disciplines. Recommendations for academic developers are addressed.

Wang, H., Tseng, M., & Wei, S. (2024). Promoting student well-being: Exploring participatory arts in a higher education institution. *Psychology in the Schools*, 61(4), 1336–1347.
<https://doi.org/10.1002/pits.23115>

Abstract: The proportion of students studying in higher education institutions who are experiencing mental health needs is increasing and becoming a serious concern.

Using participatory arts projects may be key to enabling students to maintain well-being despite the pressures inherent in their student role. Therefore, this study aimed to ascertain whether such a course could be feasibly developed within a university setting, and to examine how esthetic experience influences university students' well-being.

To understand the differences in students' esthetic experience and well-being before and after engaging in participatory art, this study implemented an intervention and collected quantitative and qualitative data. A total of 39 students volunteered to participate in the study. The results revealed that esthetic experience predicted student well-being, as the more students had an esthetic experience by concentrating on a particular artwork, the more effective it was in terms of enhancing their well-being. In addition, there was a significant difference between the pre- and post-intervention, where students' esthetic experience and well-being improved after completing the art activities. These findings have implications for our understanding of university students' well-being, as well as the importance of considering participatory art, on its own, as a target for intervention.

Neurodiversity

Alstete, J. W., Meyer, J. P., & Beutell, N. J. (2024). Empowering neurodivergent students in management education with gradual release of responsibility. *The International Journal of Management Education*, 22(1), 100941.

<https://doi.org/10.1016/j.ijme.2024.100941>

Abstract: In the changing world of management education there is an increasing need to adapt teaching methods to meet the necessities of diverse learners, particularly in light of the increasing prevalence of neurodiversity challenges among university students. Using a conceptual theory adaptation framework, we examine the integration of the Gradual Release of Responsibility (GRR) model into three key teaching methods in management education: traditional lectures, the case method, and business simulations. We argue that GRR techniques provide a scalable way to meet different levels of student preparedness by systematically reducing instructor intervention as student competence grows.

Anderson, A. M., & Robinson, B. (2024). We adapt as needed: Autism services at liberal arts college libraries. *The Journal of Academic Librarianship*, 50(1), 102817.

<https://doi.org/10.1016/j.acalib.2023.102817>

Casali, N., Meneghetti, C., Tinti, C., MariaRe, A., Sini, B., Passolunghi, M. C., Valenti, A., Montesano, L., Pellegrino, G., & Carretti, B. (2024). Academic Achievement and Satisfaction Among University Students with Specific Learning Disabilities: The Roles of Soft Skills and Study-Related Factors. *Journal of Learning Disabilities*, 57(1), 16–29.
<https://doi.org/10.1177/00222194221150786>

Abstract: Understanding the individual qualities sustaining students with and without specific learning disabilities (SLDs) is key to supporting their academic achievement and well-being. In this study, we investigated the differences between students with and without SLDs in terms of intraindividual factors (soft skills and study-related factors), academic and non-academic outcomes (achievement, academic and life satisfaction), and the relationships between such intraindividual factors and the three outcomes. A total of 318 students (79 males; M age = 22.7; SD = 3.56; age range = 19–45 years; 147 with SLDs) completed self-reported questionnaires and a measure of fluid intelligence. The results showed that students with SLDs reported higher creativity but lower academic self-efficacy, study resilience, and academic achievement, with small-to-medium effect sizes. In both groups, achievement significantly positively related to academic self-efficacy and negatively to creativity. Life satisfaction was positively related to study resilience; and academic satisfaction was related to critical thinking, curiosity, and academic self-efficacy. Nurturing such intraindividual factors can benefit students with and without SLDs.

Chandrasekhar, T., & Hu, Q. (2024). Meeting the mental health needs of autistic college students: a survey of university and college counseling center clinicians. *Journal of American College Health*, 72(1), 40–46.

<https://doi.org/10.1080/07448481.2021.2013239>

Abstract: In this pilot study, clinicians reported a discrepancy between self-reported levels of comfort with autistic college students and past training, highlighting continuing education as an important area for future intervention.

Moriña, A., Tontini, L., & Perera, V. H. (2024). External accomplice factors in university success: Narratives of graduates with invisible disabilities in Italy. *International Journal of Educational Research*, 124, 102316.

<https://doi.org/10.1016/j.ijer.2024.102316>

Abstract: This article explores the external factors that have influenced the university success of graduates with invisible disabilities and the recommendations they make to universities to encourage students with disabilities to stay and successfully complete their degrees. This qualitative study involved interviews with 15 graduates from eight Italian universities.

Casali, N., Meneghetti, C., Tinti, C., MariaRe, A., Sini, B., Passolunghi, M. C., Valenti, A., Montesano, L., Pellegrino, G., & Carretti, B. (2024). Academic Achievement and Satisfaction Among University Students with Specific Learning Disabilities: The Roles of Soft Skills and Study-Related Factors. *Journal of Learning Disabilities*, 57(1), 16–29.
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Moriña, A., Tontini, L., & Perera, V. H. (2024). External accomplice factors in university success: Narratives of graduates with invisible disabilities in Italy. *International Journal of Educational Research*, 124, 102316.

<https://doi.org/10.1016/j.ijer.2024.102316>

Abstract: This article explores the external factors that have influenced the university success of graduates with invisible disabilities and the recommendations they make to universities to encourage students with disabilities to stay and successfully complete their degrees. This qualitative study involved interviews with 15 graduates from eight Italian universities.

The results identified family, peers, faculty, and disability offices as the main factors that influenced their continuation with university studies. Recommendations included the need to provide more information to both students with disabilities (about the services that universities offer to support them) and faculty (about the students with disabilities they have in their classrooms and the necessary accommodations). These factors can be seen as levers for inclusion that benefit the whole university community.

Rapaport, Hannah, et al. “‘In a State of Flow’: A Qualitative Examination of Autistic Adults’ Phenomenological Experiences of Task Immersion.” *Autism in Adulthood*, Dec. 2023, <https://doi.org/10.1089/aut.2023.0032>

Abstract: Background: There is considerable conceptual overlap between Autistic hyperfocus and flow, yet these phenomena have seldom been associated in the literature. Moreover, no studies have provided an in-depth empirical investigation of Autistic people's flow-like or hyperfocus experiences. In this study, we sought to address this gap by investigating Autistic people's phenomenological experiences of task immersion, and how their experiences relate to existing conceptualizations of flow, hyperfocus, and monotropism.

Vincent, J., & Ralston, K. (2024). Uncovering employment outcomes for autistic university graduates in the United Kingdom: An analysis of population data. *Autism*, 28(3), 732–743. <https://doi.org/10.1177/13623613231182756>

Abstract: International research suggests that increasing numbers of autistic people are entering higher education. Currently, very little is known about this population. For example, the rates of autistic people enrolling at UK-based higher education institutions, the demographics of this population, the subjects they study and particularly their graduate outcomes are unknown. This study is an exploratory analysis of autistic graduate outcomes. We compare outcomes between autistic students, other disabled students and non-disabled students, by sex. The article draws upon population data collected by the Higher Education Statistical Agency in the United Kingdom (N = 1,326,416) across the years 2012–2018. Our findings indicate that the academic programs studied at university by autistic students are more diverse than typically assumed. We also found that graduates make the transition into a range of employment sectors following graduation, but experience persistent and disparities in economic activity and income. We argue that higher education institutions must focus greater attention on developing more robust and effective employment transition support for autistic students and graduates.

Wilson, K., & Dallman, A. (2024). Strategies for promoting neurodiversity and autism acceptance in higher education. *Journal of Diversity in Higher Education*.
<https://doi.org/10.1037/dhe0000550>

Abstract: Postsecondary students have diverse needs that institutions aim to address through campus supports; however, autistic students' complete college at an alarmingly lower rate than their non-autistic peers. In addition to the academic difficulties underlying this low graduation rate, autistic students report loneliness, depression, and social anxiety as barriers to their success in postsecondary settings. Aligning with the social-relational model of disability and the neurodiversity paradigm, this practice brief highlights the need for change within postsecondary communities, where many non-autistic students and faculty hold negative attitudes about their autistic peers.

Chronic Pain

Serbic, Danijela, et al. "Psychological, Social and Academic Functioning in University Students with Chronic Pain: A Systematic Review." *Journal of American College Health*, vol. 71, no. 9, Nov. 2023, pp. 2894–908,
<https://doi.org/10.1080/07448481.2021.2006199>

Abstract: Objective: Chronic pain is a prevalent health issue among young adults; However, there is limited understanding on how it affects university students. This is the first systematic review of evidence relating to the association between chronic pain and psychological, social and academic functioning in university students. Participants: Four databases were searched for relevant published studies. Data from 18 studies including 10,069 university students, of which 2895 reported having chronic pain, were included in the synthesis. Results: Our findings showed that students with chronic pain have poorer psychological, social and academic functioning and quality of life, compared to students without chronic pain. Conclusions: These findings suggest that chronic pain presents a challenge in university settings. Research is urgently needed to enable an understanding of how universities can support students who experience chronic pain.

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