

## **Annotated Bibliography on Teaching and Learning with Disabilities and Illnesses in Higher Education**

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#### **1. REVIEWS ON RECOMMENDED READINGS**

Shota Iwasaki and Corin de Freitas wrote a short literature review on their recommendations from the bibliography as a guide to their specific topic.

- **Iwasaki, Shota. Literature Review on Teaching with a Speech Disability in Higher Education.**

I am a disabled instructor with a speech disability while doing my Ph.D. at UBC. I have struggled with the following question since I started teaching: *Speech is an essential part of teaching. Everything around teaching is designed on the implicit premise of the ability of "normal" speech. How can I teach with my disabled speech or without speech itself?* Unfortunately, the existence, challenges, and experiences of disabled instructors with speech disabilities have not been known and received little attention in higher education. In this review, I would like to introduce two pieces of the literature on teaching with a speech disability in higher education. They are written with autoethnographic approaches and offer self-reflexive narratives that provide deep insights from/into the authors' lived experiences. They also directly and indirectly reveal the ableist, systemic issues that disabled instructors with speech disabilities face, such as expectations of speech-based communication at work, additional uncompensated labour around teaching with a speech disability, teaching duties that are designed based on the assumptions of the non-disabled body, etc.

One is Dr. Yoosun S. Chung's teaching philosophy statement. Dr. Chung has "Cerebral Palsy (CP) which affects her speech and mobility." She uses text-to-speech software and PowerPoint slides for her teaching, and her statement includes how to teach with those technologies without speech. For example, she explains her teaching method with Augmentative and Alternative Communication (AAC) as follows: "I type all of my lectures in text format

(i.e., .txt) in advance to prepare for the 2 hour and 40 minute-long classes. Once I have prepared the 'teaching script' for each class, my lectures are the same as any other college professor's lecture. The only difference is that instead of using my speech, I let EZKeys [a AAC software] talk on my behalf along with my PowerPoint slides." Then, Dr. Chung says: "I need to type everything I say in class in advance. In fact, it usually takes more than two full days because I need to take some time to set up the AT lab for each week depending on the class topic, on top of writing my teaching scripts." This piece is not an academic article but tells little-known challenges and strategies around teaching with a speech disability.

The other is "Teaching with Augmentative and Alternative Communication" by Alyssa Hillary and Sam Harvey in *International Perspectives on Teaching with Disability: Overcoming Obstacles and Enriching Lives*, edited by Michael S. Jeffress (Routledge, 2018). The two authors are "graduate students and teachers whose speech abilities have varied through time" (219) due to their different disabilities. Both teach while using AAC and other non-speech modes of communication (i.e., typing without speech generation and writing by hand). The article discusses their negotiation process to receive support/accommodation from the departments, their struggles with teaching duties implicitly based on the non-disabled body (i.e., managing the classroom alone), and their own teaching strategies, some of which were not originally designed for AAC.

- **De Freitas, Corin. Literature Review on the Uncompensated Time and Labour in the Disability Accommodations Process.**

I am an instructor at both UBC and Langara College and a PhD candidate in human geography at UBC. Like Shota, I have chosen to focus my review on the conditions shaping my experiences as a disabled instructor—both my diagnosed condition (Ehlers-Danlos Syndrome) and the institutional conditions under which disabled instructors labour. EDS is a genetic disorder that affects collagen, and because collagen is the body's most abundant protein, EDS can impact pretty much any of its systems. As something of a "Whac-a-Mole" condition with many comorbidities, EDS's effects on my work are varied. In some respects, the experience of having EDS has made me a better instructor, but navigating the academy with EDS also presents challenges—by far the greatest of which is the unnecessary additional time and labour exacted from disabled academics. EDS is an energy-limiting condition and managing EDS also requires time and energy, so I am always already in the position of trying to "do more with less" than nondisabled people, including colleagues. This is a value-neutral reality of living with/in this bodymind; I pace myself accordingly and seek supports when necessary. Where it becomes untenable, however, is in relation to the university's disability accommodations system.

Accommodations purportedly exist to facilitate disabled instructors' work, but in reality the system functions as an additional barrier, othering/marginalizing mechanism, and threat to continued employment. Paying particular attention to uncompensated time and labour, I have chosen to highlight three pieces that examine accommodations. All three pieces must be understood in the context of the ableism endemic to higher education. Within universities, disabled bodyminds are constructed as unexpected, undesirable, and out of place; discriminatory practices masquerade as "intellectual rigour"; and the few supports that do exist are begrudgingly offered as retrofits to a system purpose-built for inaccessibility (Price 2011, Dolmage 2018, Brown 2020, Brown and Leigh 2021).

In the first piece, “Unreasonable Adjustments”, Kay Inckle (2018) writes of the unpaid labour she must devote to the accommodations process as an instructor who uses a wheelchair. One might think that wheelchair users—such as Inckle and myself—would not struggle to secure accommodations given that we have the dubious honour of being the “charismatic megafauna” of the disability world; ours is a disability presentation with relatively high level of cultural visibility, and most people ought to have a very basic familiarity with some of our more self-evident needs. The reality, however, is that universities consistently fail to clear even this low bar. Inckle writes about the experience of seeking two extremely straightforward accommodations to which she is legally entitled: a wheelchair-accessible teaching room and a Personal Emergency Evacuation Plan. In both cases, she is asked to “make do” with inadequate measures and put in the position of educating university staff who lack basic disability competence and knowledge of their legal responsibilities while confronting their doubt in 1) her needs and 2) her value to the academy as a disabled woman. Being legally entitled to accommodations does not guarantee that a disabled instructor will receive them—and certainly not without considerable uncompensated labour—and, as a result, both Inckle’s wellbeing and career have suffered. Although Inckle teaches in the UK, her experiences can be generalized to the North American academy as well, as the second piece demonstrates.

In “Disability Barriers in Academia”, Natasha Saltes (2020) reviews the faculty disability accommodation policies at 42 Canadian universities. She aims to understand how these policies “discursively frame and situate disability” and what supports are provided. Saltes find that although universities are legally required to accommodate disability, only 43.75% have an available disability accommodation policy. Furthermore, existing policies tend to frame disability primarily through a medical lens—with troubling implications. A medicalized framing of disability conflates nondisability with normalcy and competence and disability with defect and deficiency, thus reinforcing the ableist preference for nondisabled bodyminds. Moreover, a medicalized framing of disability locates “the problem” within disabled individuals, discursively releasing the institution from its responsibility to address the harmful attitudes, practices, and barriers that pervade the accommodations process. Critical disability studies and crip studies scholars have extensively theorized alternatives to a medicalized framing of disability; however, universities continue to ignore their insights into the social, relational, and political character of disability. The article concludes with 12 recommendations for “ensuring that accommodation policies are visible, informative, and inclusive and that they encourage employees to seek out the accommodation they require.”

In the final piece, “Time Harms” (2021), Margaret Price questions why university disability inclusion efforts seem to have the opposite of the intended effect. She suggests a temporal explanation: not all academics inhabit the same spacetime. In circumstances defined by academic ableism, “crip time” takes on particular urgency—especially for those of us with energy-limiting conditions. Crip time refers to the practice or experience of bending the clock to meet disabled bodyminds rather than bending disabled bodyminds to meet the clock (Kafer 2013). There is a temporal mismatch between disabled instructors’ needs and the university’s accommodations process, which traps instructors in an “accommodations loop”. The university accommodations process demands that disabled bodyminds bend to the institutional clock—in effect, placing disabled instructors in the position of accommodating the university rather than the other way around. When instructors’ time-sensitive needs meet the university’s labour-

intensive, time-consuming accommodations system—characterized by “surveillance, disbelief, minimizing, apparent inability to understand straightforward requests, gaslighting, microaggressions, [and] open cruelty”—instructors are forced to either self-accommodate or leave. The need thus appears to resolve itself, reinforcing the slow, unaccountable workings of the system. Meanwhile, disabled instructors bear the personal and financial expense of accommodation and experience emotional and physical distress that exacerbates disability-related needs—placing the instructor right back at the start of the accommodations loop and exposing disabled instructors to what Price characterizes as “a kind of repetitive stress injury”. Price notes that “institutional discourses suggest that waiting for an accommodation... might be inconvenient or frustrating, but if the accommodation is eventually forthcoming..., no real harm is done”; however, she finds that indeed “time can cause harm” and concludes that an accommodations-based approach, “no matter how well executed or how enthusiastically put in place, will only lead us further from equity and justice”. In order to break the accommodations loop, and she proposes collective accountability.

While these three pieces reach different conclusions with respect to solutions, they all agree that under the current approach to accommodations universities offload their responsibilities onto disabled instructors—with serious consequences for instructors’ wellbeing and professional development. Opinions diverge as to whether the accommodations process can or should be salvaged. After all, a baseline of inaccessibility is what makes accommodations necessary, so perhaps that is where efforts should be focused instead. In any case, the excessive, uncompensated demands on disabled instructors’ time and labour discriminate against all disabled instructors and disproportionately harm those of us with energy-limiting conditions and curtail our academic prospects.

## 2. EXISTING BIBLIOGRAPHIES AND RESOURCES

- Accessibility Basics & Resources.
  - Compiled by Emily Krebs.
  - <https://docs.google.com/document/d/1Xk54wG6oDoO4OvCSTcZbBVZVj3OvhPywDf1An4FHfSk/>
  - This is a thorough access and disability primer that covers "what is disability?". "what is accessibility?", and how to make courses and content more accessible. It also includes a list of disability activists to follow on Twitter.
- Disabled Academic Collective. Digital Community Resources for Disabled Academics.
  - <https://docs.google.com/document/d/1tIOPW0JJNh-HHXPYG3mjjQ5ugITCTgUeraqa4cYBkE/>
- Disabilities, Opportunities, Internetworking, and Technology (DO-IT) Center.
  - <https://www.washington.edu/doi/>
  - The center is based at the University of Washington and "promotes the use of computer and networking technologies to increase independence, productivity, and participation in education and employment."

- Faculty Room: "...a space for faculty and administrators at postsecondary institutions to learn about how to create on-site and online courses that maximize the learning of all students, including those with disabilities":  
<https://www.washington.edu/doit/programs/accesscollege/faculty-room/overview/>
- Resources and publications: <https://www.washington.edu/doit/resources/popular-resource-collections/>
- Dreisinger, Olivia. Accessibilize Your Event. (Zine).
  - <https://www.heartandhandscommunity.ca/wp-content/uploads/2019/01/accessibilizeweb.pdf>
- Facknitz, Hannah S., and Danielle E. Lorenz. Crippling Pandemic Learning in Higher Education.
  - Crippling Pandemic Learning in Higher Education: An Explanation:  
[https://docs.google.com/document/d/1CrL95oSUCPUcy0dgccUrdMhtvb5sJe9ZbcNhI4kGJi0/edit?fbclid=IwAR1PiogwvY9DfrUM6MPfQZHEo\\_lx0NJK4HGemAbtA\\_YbjRtHN\\_4Oyntxrxw/](https://docs.google.com/document/d/1CrL95oSUCPUcy0dgccUrdMhtvb5sJe9ZbcNhI4kGJi0/edit?fbclid=IwAR1PiogwvY9DfrUM6MPfQZHEo_lx0NJK4HGemAbtA_YbjRtHN_4Oyntxrxw/)
  - Crippling Pandemic Learning: Pre-Course Teaching and Learning Analysis:  
<https://docs.google.com/document/d/1VGdUil8n2oREbXqxJ6dYwADCtL4EcT3tBU9zm-DnE10/edit>
  - Crippling Pandemic Learning: Collaborative Academic Resource Document:  
<https://docs.google.com/document/d/1I0YAJgOntYqy7ojEIIWAjbrp1p-WoJcX2jhcTG7iwl/edit>
  - Crippling Pandemic Learning in Higher Education Collaborative Resource Document:  
<https://docs.google.com/document/d/1IUwosp1co9dacadXoiwtQtSRMS7znSqSP2k2qo80msKs/edit>
- Fostering an Inclusive Classroom: Universal Design Learning and Accessible Online Teaching Practices
  - Compiled and written by Nicole Schroeder.
  - [https://7cc36e19-976c-4118-aa4e-4aa1f92a0491.filesusr.com/ugd/833811\\_65c64a7c1dde4dcc9b10f2758c711352.docx?dn=Accessibility%20Guides%20-%20Universal%20Design/](https://7cc36e19-976c-4118-aa4e-4aa1f92a0491.filesusr.com/ugd/833811_65c64a7c1dde4dcc9b10f2758c711352.docx?dn=Accessibility%20Guides%20-%20Universal%20Design/)
- Hamraie, Aimi. Accessible Teaching in the Time of COVID-19.
  - <https://www.mapping-access.com/blog-1/2020/3/10/accessible-teaching-in-the-time-of-covid-19>
  - Critical Design Lab (directed by Aimi Hamraie): <https://www.mapping-access.com/>  
“The Critical Design Lab is a multi-disciplinary and multi-institution arts and design collaborative rooted in disability culture. Our collaborative draws on the methods of disability justice, critical and interrogative design, intersectional feminist design theory, and crip technoscience to address thorny questions about accessibility.”
- National Educational Association of Disabled Students (NEADS).
  - <https://www.neads.ca/en/about/>

- “NEADS is a consumer-controlled, cross-disability charitable organization (corporation # 1007761975RR0001). We represent our constituents through specific projects, resources, research, publications and partnerships. NEADS is governed by a national Board of Directors representative of all of the provinces and territories.”
- Publications in Disability Studies by Non-Tenured Academics
  - Developed by Danielle E. Lorenz.
  - [https://docs.google.com/document/d/1EBItPxsIHzdcnMPux\\_6AxJwid-kfVuVCUP-2omkO8gl/edit](https://docs.google.com/document/d/1EBItPxsIHzdcnMPux_6AxJwid-kfVuVCUP-2omkO8gl/edit)
- World Wide Web Consortium (W3C). Web content accessibility guidelines.
  - <https://www.w3.org/WAI/standards-guidelines/wcag/>

### 3. BACKGROUND/THEORETICAL LITERATURE

- Ahmed, Sara. *What's the use?: On the uses of use*. Durham: Duke University Press, 2019.
  - "In *What's the Use?* Sara Ahmed continues the work she began in *The Promise of Happiness and Willful Subjects* by taking up a single word—in this case, use—and following it around. She shows how use became associated with life and strength in nineteenth-century biological and social thought and considers how utilitarianism offered a set of educational techniques for shaping individuals by directing them toward useful ends. Ahmed also explores how spaces become restricted to some uses and users, with specific reference to universities. She notes, however, the potential for queer use: how things can be used in ways that were not intended or by those for whom they were not intended. Ahmed posits queer use as a way of reanimating the project of diversity work as the ordinary and painstaking task of opening up institutions to those who have historically been excluded." (summary by publisher)
- Chatzidakis, Andreas, et al. *The Care Manifesto: The Politics of Interdependence*. London: Verso Books, 2020.
  - Puts forth a vision for a truly caring world. The authors want to reimagine the role of care in our everyday lives, making it the organising principle in every dimension and at every scale of life. We are all dependent on each other, and only by nurturing these interdependencies can we cultivate a world in which each and every one of us can not only live but thrive.
- Kafer, Alison. *Feminist, Queer, Crip*. Bloomington, Indiana: Indiana University Press, 2013.
  - Introduces the notion of "crip time" ("rather than bend disabled bodies and minds to meet the clock, crip time bends the clock to meet disabled bodies and minds.")
- Piepzna-Samarasinha, Leah L. *Care Work: Dreaming Disability Justice*. Vancouver: Arsenal Pulp Press, 2018.
  - Explores the politics and realities of disability justice, a movement that centres the

lives and leadership of sick and disabled queer, trans, Black, and brown people. Leah writes about creating spaces by and for sick and disabled queer people of colour, and creative "collective access" -- access not as a chore but as a collective responsibility and pleasure -- in our communities and political movements.

#### 4. ABLEISM IN/AND ACADEMIA

- Abram, Suzanne. "The Americans with Disabilities Act in Higher Education: The Plight of Disabled Faculty." *Journal of Law & Education*, vol. 32, no.1, 2003, pp. 1-20.
  - Examines why faculty plaintiffs' lawsuits under the Rehabilitation Act and the ADA have generally not been successful. States that disabled instructors lose their cases at least 90% of the time (reasons include: procedural requirements, because they are "too disabled", because they are deemed not disabled enough, and "because the courts suspect that their disability lawsuits are a masquerade for incompetence or because the colleges have other good reasons for the termination". The few faculty plaintiffs who have been successful are able to prove that the requested accommodations will enable them to continue their employment, "that the accommodations are feasible, and that the university is being unreasonable in opposing a plan that would clearly work."
- Adjunct, Alice K. "The Revolving Ramp: Disability and the New Adjunct Economy." *Disabilities Studies Quarterly*, vol. 28, no. 3, 2008, <https://dsq-sds.org/article/view/110/110>. Accessed 25 Nov. 2021.
  - Discusses the compounded vulnerabilities of disabled adjuncts.
- Brown, Nicole. *Lived Experiences of Ableism in Academia: Strategies of Inclusion in Higher Education*. Policy Press, 2021.
- Brown, Nicole, and Jennifer Leigh, eds. *Ableism in Academia: Theorising Experiences of Disabilities and Chronic Illnesses in Higher Education*. London: UCL Press, 2020.
- Brown, Nicole, and Jennifer Leigh. "Ableism in Academia: Where are the Disabled and Ill Academics?" *Disability & Society*, vol. 33, no. 6, 2018, pp. 985-989.
  - This article discusses ableism in UK academia. In particular, it focuses on why statistics show that disclosure rates are higher amongst students than staff although chronic conditions, illnesses and disabilities are becoming more prominent amongst academic. Then, the author asks: "where are the disabled and ill academics?" One of the reasons they discuss is ableism in academia which is a performance-driven working environment where teaching workload and pressures to publish are further intensified due to excellence exercises in teaching and research. More importantly, this article mentions the risk of disclosure in academia. For example, it points out that academics, specifically early-career academics, worry about the consequences of being identified as someone dealing with health issues and conditions.

- Brown, Nicole, Paul Thompson, and Jennifer S. Leigh. "Making Academia More Accessible." *Journal of Perspectives in Applied Academic Practice*, vol. 6, no. 2, 2018, pp. 82-90.
  - This article discusses how to make academic conferences accessible. The main focus is how to facilitate an accessible event in term of venue, catering, technologies, etc., but the contextualization is useful. For example, the article:
    - points out "Whilst 16% of working age adults have a disability, less than 4% of academics report having a disability, chronic illness, or neurodiversity to their place of work."
    - points out "the academy is an environment that is intolerant and non-accepting of non-stereotypical ways of working. It is acknowledged that higher education students are more likely to ask for adjustments to cater for their needs than staff in academia."
    - points out strategies to enhance accessibility for staff in academia "is related to access to work adjustments. These reasonable adjustments are statutory."
- Cepeda, Maria Elena. "Thrice Unseen, Forever on Borrowed Time: Latina Feminist Reflections on Mental Disability and the Neoliberal Academy." *South Atlantic Quarterly*, vol. 120, no. 2, 2021, pp. 301-320.
- Cork, Stephanie J., et al. "Beyond Random Acts of Diversity: Ableism, Academia and Institutional Sites of Resistance." *The Routledge Handbook of Disability Activism*, edited by Maria Berghs, Tsitsi Chataika, Yahya El-Lahib, Kudakwashe Dube, Routledge, 2020, pp. 299-314.
  - This article illustrates how a university in the U.S. can actively include disability culture, activism and advocacy as foundational to its work, deconstructing ableism built into the University system. The authors point out that universities work only on bureaucratic, medical or teaching 'compliance' to the Americans with Disabilities Act; and the lived experiences of the campus community reveal the reality of navigating exclusion based on disability.
- Dolmage, Jay T. *Academic Ableism: Disability and Higher Education*. Ann Arbor: University of Michigan Press, 2018.
- De Picker, Marisa. "Rethinking Inclusion and Disability Activism at Academic Conferences: Strategies Proposed by a PhD Student with a Physical Disability." *Disability & Society*, vol. 35, no. 1, 2020, pp. 163-167.
  - This article discusses issues of conference activities from the viewpoints of a Ph.D. student with cerebral palsy (CP). The author uses special technologies to present, a wheelchair, assistance to travel, care takers, etc. In particular, inconvenience of traditional university lecture halls is significant for the author. What is interesting to me is that the author seems to think communication with conference organizers to avoid disability barriers as "labor."

- Derby, John. "Confronting Ableism: Disability Studies Pedagogy in Preservice Art Education." *Studies in Art Education*, vol. 57, no. 2, 2016, pp. 102-119.
  - This article discusses an empirical project that preservice art teachers investigate Disability Studies literature and disability visual culture and design lesson plans, teacher art examples, and artist's statements that confronted ableism.
- Grigely, Joseph. "The Neglected Demographic: Faculty Members with Disabilities." *The Chronicle of Higher Education*, vol. 63, no. 41, 2017, <https://www.chronicle.com/article/the-neglected-demographic-faculty-members-with-disabilities/>. Accessed 25 Nov. 2021.
  - Discusses the disappointing state of the situation
- Haji-Akbari, Amir. "Disability Parking Spots Yet to Be Filled," *Inside Higher Ed*. April 9, 2018, <https://www.insidehighered.com/views/2018/04/09/higher-ed-needs-new-approaches-hiring-faculty-members-disabilities-opinion/>. Accessed 25 Nov. 2021.
  - Fairly superficial opinion piece encouraging institutions to implement policies around hiring disabled faculty.
- Hannam-Swain, Stephanie. "The Additional Labour of a Disabled PhD Student." *Disability & Society*, vol. 33, no. 1, 2018, pp. 138-142.
  - This article is a personal account of the challenges that a Ph.D. student in the UK has faced during the first year and a half of his PhD due to his identity as a disabled student. It especially focuses on how Disabled Students' Allowances (DSAs), a governmental support for the disabled, is not designed for secondary consequences of his main impairment that are often unseen and unspoken. It explains how the author has to do a lot of "additional labor" to use the support. The author describes the additional labor as "an extra workload which is equivalent to having another part-time job," which is never paid (unpaid work).
- Hutcheon, Emily J., and Bonnie Lashewicz. "Tracing and Troubling Continuities between Ableism and Colonialism in Canada." *Disability & Society*, vol. 35, no. 5, 2020, pp. 695-714.
  - This article discusses how ableism and colonialism have pathologized indigenous bodies and minds, how images of disabled white settlers has dominated representation of disability, and how the continuance of eugenic institutions has had the effect of ignoring indigenous ways of life and creating white settler space in Canada.
- Inckle, Kay. "Unreasonable Adjustments: The Additional Unpaid Labour of Academics with Disabilities." *Disability & Society*, vol. 33, no. 8, 2018, pp. 1372-1376.
  - The author is an academic using a wheelchair in the UK. This article discusses the author's "extra" and "unpaid labour" to receive reasonable accommodation, the labour that "emerges from failures of institutions to understand and/or implement their legal obligations (in relation to the 2010 Equality Act and health and safety at work legislation) or to enact their espoused ethos of equality, diversity and respect in

the workplace." As failures of institutions, the author takes an example that universities fail to appropriately arrange accessible teaching rooms and timetable of teaching with enough time to travel from classroom to classroom.

- Jain, Neera R. "Political Disclosure: Resisting Ableism in Medical Education." *Disability & Society*, vol. 35, no. 3, 2019, pp. 1-24.
- Kerschbaum, Stephanie L., Laura T. Eisenman, James M. Jones, editors. *Negotiating Disability: Disclosure and Higher Education*. Ann Arbor: University of Michigan Press, 2017.
  - "With disability disclosure as a central point of departure, this collection of essays builds on scholarship that highlights the deeply rhetorical nature of disclosure and embodied movement, emphasizing disability disclosure as a complex calculus in which degrees of perceptibility are dependent on contexts, types of interactions that are unfolding, interlocutors' long- and short-term goals, disabilities, and disability experiences, and many other contingencies." (Summary by publisher)
- Kerschbaum, Stephanie L. "Access in the Academy." *American Association of University Professors*, September-October 2012, <https://www.aaup.org/article/access-academy#.X4OTJNCPY2x>. Accessed 25 Nov. 2021.
  - Discusses the problems with retrofits. Offers a list of recommendations.
- LoGiudice, Joseph A. "Undoing Ableism in the Institution." *Disability Compliance for Higher Education*, vol. 24, no. 8, 2019, pp. 1-4.
  - This article discusses new type of diversity office for students to focus on the social and political rather than the legal, medical, and compliance aspects of diversity.
- McElroy, Lisa T. "Worrying Enormously About Small Things: How I survive anxiety and you can, too." *Slate*, 18 Jul. 2013, <https://slate.com/technology/2013/07/living-with-anxiety-and-panic-attacks-academia-needs-to-accommodate-mental-illness.html>. Accessed 25 Nov. 2021.
  - A first-person reflection on mental illness in academia.
  - Makes the not terribly helpful or true claim that academia has come to accept physical disabilities but not mental illness.
- Merchant, Wendy, et al. "The Insider View: Tackling Disabling Practices in Higher Education Institutions." *Higher Education*, vol. 80, no. 2, 2019, pp. 273-287
- Perry, David. "Accommodations in Academia." *The Chronicle of Higher Education*, vol. 62, no. 30, 2016, pp. A38.
  - Discusses various examples of accommodation.
- Price, Margaret. "Time Harms: Disabled Faculty Navigating the Accommodations Loop." *The South Atlantic Quarterly*, vol. 120, no. 2, 2021, pp. 257-277.
- Price, Margaret, et al. "Disclosure of Mental Disability by College and University Faculty: The

Negotiation of Accommodations, Supports, and Barriers." *Disability Studies Quarterly*, vol. 37, no. 2, 2017.

- "...little attention beyond anecdotal accounts has been paid to faculty with mental health issues. In response to this lack of broad-scale research, a first-of-its-kind cross-institutional survey of faculty with mental disabilities was conducted. Respondents self-identified as faculty with mental disabilities, mental illness or mental-health histories. Results from 267 respondents indicated that nearly 70% had no or limited familiarity with accommodations, and even fewer used them (87%). A majority of respondents (62%) disclosed to at least one person on campus, primarily colleagues (50%) and department chairs (21%). Respondents felt most supported by spouses/significant others (75% very or extremely supported) and friends (51%) rather than colleagues (29%) and supervisors (25%). In our discussion of these findings, we offer suggestions for practice that will improve environments, rather than focusing on case-by-case 'fixes' for those who disclose."
- Price, Margaret, and Stephanie L. Kerschbaum. *Promoting Supportive Academic Environments for Faculty with Mental Illness: Resource Guide and Suggestions for Practice*. Temple University Collaborative, Jan. 2017, [http://www.tucollaborative.org/sdm\\_downloads/supportive-academic-environments-for-faculty-with-mental-illnesses/](http://www.tucollaborative.org/sdm_downloads/supportive-academic-environments-for-faculty-with-mental-illnesses/). Accessed 25 Nov. 2021.
  - "This guide focuses on ways to make college and university campuses more accessible for faculty with mental disabilities. It provides concrete suggestions for creating a 'culture of access' by offering effective strategies for promoting inclusive language, managing accommodations, and revising policies around recruitment, hiring, and leaves of absence... [The publication] provides both a review of current research into the experiences of academic faculty with mental illnesses and a set of recommendations for academic administrators and colleagues to promote a more welcoming work environment in higher education."
- Price, Margaret. *Mad at School: Rhetorics of Mental Disability and Academic Life*. Ann Arbor: University of Michigan, 2011.
  - "Mad at School is a close study of the ways that mental disabilities impact academic culture. Investigating spaces including classrooms, faculty meeting rooms, and job searches, Price challenges her readers to reconsider long-held values of academic life, including productivity, participation, security, and independence. Ultimately, she argues that academic discourse both produces and is produced by a tacitly privileged "able mind," and that U.S. higher education would benefit from practices that create a more accessible academic world."
- Pryal, Katie Rose Guest. "Disclosure Blues: Should You Tell Colleagues About Your Mental Illness?," *Chronicle Vitae*, 13 June, 2014, <https://katieroseguestpryal.com/works/chronicle-vitae-disclosure-blues-should-you-tell-colleagues-about-your-mental-illness/>. Accessed 25 Nov. 2021.

- Pryal, Katie Rose Guest. "Rough Accommodations." *Chronicle Vitae*, Nov. 20, 2014, <https://katieoseguestpryal.com/works/chronicle-vitae-rough-accommodations/>. Accessed 25 Nov. 2021.
- Pryal, Katie Rose Guest. " Revisiting Disclosure." *Chronicle Vitae*, 26 Jun. 2015, <https://katieoseguestpryal.com/works/chronicle-vitae-revisiting-disclosure/>. Accessed 25 Nov. 2021.
- Pryal, Katie Rose Guest. *LIFE OF THE MIND INTERRUPTED: Essays on Mental Health and Disability in Higher Education*. Blue Crow Books, 2017.
- Saks, Elyn R. "Mental Illness in Academe." *The Chronicle of Higher Education*, 25 Nov. 2009, <https://www.chronicle.com/article/mental-illness-in-academe/>. Accessed 25 Nov. 2021.
  - First-person account of being an academic with schizophrenia and advice for other academics re: managing one's condition, disclosing, etc...
- Saltes, Natasha. "Disability Barriers in Academia: An Analysis of Disability Accommodation Policies for Faculty at Canadian Universities." *Canadian Journal of Disability Studies*. Vol 9, no. 1, 2020.
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## 5. TEACHING WITH DISABILITIES AND ILLNESSES

- Grigely, Joseph. "The neglected demographic: Faculty members with disabilities." *The Chronicle of Higher Education*, 27 Jun. 2017, <https://www.chronicle.com/article/The-Neglected-Demographic-/240439>. Accessed 25 Nov. 2021.
  - Non-scholarly article on the lack of discussion/information on faculty members with disabilities in the United States and importance of active recognition of this demographic (accommodation is for everyone, disability is an affirming identity, students need role models)
- American Association of University Professors Report. "Accommodating faculty members who have disabilities." Jan. 2012, <https://www.aaup.org/sites/default/files/disabilities.pdf>. Accessed 25 Nov. 2021.
  - A report put together by Committee A on Academic Freedom and Tenure in American Association of University Professors. Points out lack of attention to faculty with disabilities, identifies three profs who have written about their situations (Temple Gradin, Stephen Hawking, Dale Keiger), and makes recommendations for how to make accommodations for faculty with disabilities.
  - This is another resource that discusses the report: Stephanie L. Kerschbaum, et al. "Faculty Members, Accommodation, and Access in Higher Education." <https://profession.mla.org/faculty-members-accommodation-and-access-in-higher-education/>
- "Disability on campus: the challenges faced and change needed." 18 May 2017, <https://www.timeshighereducation.com/features/disability-campus-challenges-faced-and-change-needed>. Accessed 25 Nov. 2021.
  - Times Higher Education conversation with five disabled academics

- Dr. Yoosun S. Chung's teaching philosophy statement. 2012, <https://teaching.uwo.ca/awardsdossiers/teachingphilosophy.html>. Accessed 25 Nov. 2021.
  - The author has Cerebral Palsy (CP) which affects her speech and mobility. This is not an academic article, but has deep insights on teaching with speech and mobility disabilities. She uses text-to-speech software and PowerPoint slides for her teaching, and her statement includes how to teach with those technology without speaking. She is a faculty member of George Mason University and her expertise is assistive and special education technology.
- Freedman, D. P. and Holmes, Martha Stoddard, editors. *The Teacher's Body: Embodiment, Authority, and Identity in the Academy*. State University of New York Press, 2013.
  - This book includes chapters that discuss the disabled body and teaching.
- Jeffress, Michael S., editor. *International Perspectives on Teaching with Disability: Overcoming Obstacles and Enriching Lives*. Routledge, 2018.
  - This book consists of 18 chapters by 25 disabled instructors in various disciplines from Zimbabwe, Canada, the Caribbean, the United Kingdom, Israel, and the United States. Each article discusses the lived experiences of the authors.
  - The chapter 15 "Teaching with Augmentative and Alternative Communication" by Alyssa Hillary and Sam Harvey focuses on teaching with a speech disability and an augmentative and alternative communication (AAC) device.

## 6. ACCESSIBLE TECHNOLOGY IN/AND ACADEMIA

- Gierdowski, Dana C. "Accessible Technology Support for Faculty with Disabilities: Challenges and Barriers to Inclusivity." *EDUCAUSE Review*, 20 Mar. 2020, <https://er.educause.edu/articles/2020/3/accessible-technology-support-for-faculty-with-disabilities-challenges-and-barriers-to-inclusivity>. Accessed 25 Nov. 2021.
  - Discusses the state of technology accommodations for disabled instructors and proposes a list of actions for how institutions of higher education can better support disabled instructors.
- Cullen, Susan. "Accessibility: A Shared Campus Responsibility Best Accomplished with Executive Support." *EDUCAUSE Review*, 29 Jan. 2018, <https://er.educause.edu/articles/2018/1/accessibility-a-shared-campus-responsibility-best-accomplished-with-executive-support>. Accessed 25 Nov. 2021.
  - Discusses the role of executive leadership in IT accessibility on campus.

## 7. COURSE SYLLABI

- Aimi Hamraie and Jay Dolmage. "#EugenicsSyllabus." (Compiled from collective contributions, 2020-present), <https://docs.google.com/document/d/1E2sHqv5dZ0IZsQYAIUxpZgtufwUmfEhPNOVYi0tOI7M>

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- A collective syllabus for teaching about the extensive reach of eugenics into culture and society.
  - More syllabi and resources by Aimi Hamraie: <https://www.mapping-access.com/pedagogy>. Accessed 25 Nov. 2021.
- Virdi, Jaipreet. "Disability Histories Syllabus," [https://www.history.udel.edu/Documents%20Bios%20CVs/faculty/syllabus/virdi/Disability\\_Histories\\_Virdi\\_Fall2020UDel.pdf](https://www.history.udel.edu/Documents%20Bios%20CVs/faculty/syllabus/virdi/Disability_Histories_Virdi_Fall2020UDel.pdf). Accessed 25 Nov. 2021.
    - This is the syllabus for a PhD-level seminar that explores "disability as a cultural and historical phenomenon that is tied to broader cultural attitudes and developments, such as immigration, medicine, capitalism, and labor."