

Fostering a Culture of Accessibility within UBC Geography



Image description: illustration of a friendly and diverse group of people, some of whom are disabled

University of British Columbia
Department of Geography
July 2022
Updated: October 2023

Prepared by:
Corin Parsons, PhD Candidate, and Dr. Sara Cannon
for the Equity and Diversity Committee



[This work is licensed under a Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

Table of Contents

Table of Contents	2
Introduction.....	3
1. Overview	3
2. Language	4
3. What Is Disability?	6
A Culture of Accessibility	8
4. Models of Disability	8
5. Ableism	9
6. A Culture of Accessibility	12
7. Accommodations	13
8. Addressing Myths	14
9. For Programs and Graduate Supervisors	15
10. For Nondisabled Colleagues and Peers	17
11. For Instructors	18
Navigating Rights, Responsibilities, and Institutional Pathways.....	20
12. Legal Rights and Responsibilities	20
13. Institutional Pathways	22
Resources	24
14. Resources at UBC and Beyond	24
15. Instructional Resources	25
16. Further Reading	26
References.....	30

Introduction

1. Overview

This resource seeks to provide guidance on cultivating a welcoming and just community for disabled students, faculty, and staff within UBC Geography. We trust that the department wants to build greater disability competence and address existing gaps and lags in meeting disabled people's access needs. Furthermore, we believe a shared departmental understanding of academic ableism can help it to be effectively addressed or avoided altogether. We have therefore endeavored to produce a resource that **1) describes best practices for supporting disabled students, faculty, and staff based on literature and lived experience; 2) illuminates institutional pathways for swiftly addressing issues that may arise; and 3) provides additional readings for anyone seeking to prioritize accessibility and counter academic ableism.**

This resource does not modify or replace university policy. Rather, it aims to clarify and contextualize UBC's disability-related policies. It also takes the institution's stated commitment to equity, diversity, and inclusion at face value and asks what it would mean, *in practice*, to deliver on the spirit of nondiscrimination outlined in such policies. It is not possible to offer one-size-fits-all solutions as **the most accessible option is always options.** Therefore, readers of this resource will not find a how-to checklist for "achieving" accessibility or avoiding ableism. Instead, the central question orienting this resource is: **what does it mean to foster a culture of accessibility?** In other words, what might it mean to approach accessibility as a collective responsibility and build access needs into the everyday workings of the UBC Department of Geography?

Our attempts to answer this question herein are meant as a starting point for ongoing work. Accessibility is a process and we therefore understand this resource to be a foundation for further elaboration by/with disabled members of the UBC community and beyond. We recognize that the lived experiences that members of marginalized groups bring to EDI-related work *is* expertise. We know that this labour is, additionally,

exhausting and potentially (re)traumatizing, that it comes at the expense of other personal and professional commitments, and that it is often non-optional in order for members of marginalized groups to exist in academic spaces. Therefore, due to the nature of this labour, it is important that such work be compensated going forward.

Lastly, the authors would like to thank Mollie Holmberg, Gabrielle Wolf, Lily Demet, Chris Reimer, and Dr. Priti Narayan for their comments and contributions.

Section 1: Key Takeaways

- The goal of this resource is to build a shared understanding of academic ableism and foster a culture of accessibility.
- The lived experience of marginalized groups is expertise.
- There is no one-size-fits-all solution; the most accessible option is the availability of options.

2. Language

This resource employs **identity-first language** (IFL), or disabled person, over **person-first language** (PFL), or person with a disability. In the 1960s and 70s, disability self-advocates began using PFL to draw attention to their humanity in an attempt to shed the stigma of disability. It was eventually written into legislation and adopted by professionals, parent groups, and others. In recent years, however, many disabled people have moved away from PFL, asserting that it is unnecessary (and perhaps further stigmatizing) to “separate the person from the disability” as disability is not a bad thing. In fact, it is integral to many disabled people’s sense of self and connection to the disability community and its history and culture. The evolution of these terms highlights how changing language in the context of social difference is often not about the words themselves but rather about power—specifically, who has the power to define marginalized groups and their experiences. Language shifts can make different conversations and political configurations possible, and the disabled contributors to this resource use identity-first language because it is compatible with their values and goals. Individual preferences can vary, however, so it is important to respect whichever format a person uses when speaking about themselves. *When in doubt, ask.*

The term **access needs** refers to the supports, modifications, etc. that a disabled person requires in order to equitably participate in a given activity or space. It is important to avoid referring to access needs with stigmatizing and inaccurate language such as “special needs” or “special treatment”. In a university setting, the access needs of disabled students, faculty, and staff are often legally protected **accommodations** (see p. 19-21). A further **culture of accessibility** can go beyond accommodations by treating access as a collective responsibility and building access needs into infrastructure, programs, procedures, interactions, and shared spaces.

This resource avoids language that compares disabilities or implies a hierarchy of disability. This includes terms such as “higher” or “lower” functioning or language that frames a disability as “mild”, “moderate”, or “severe”. These terms obscure the varied and specific impacts of different conditions on different people in different circumstances with different available supports. When discussing the amount of assistance a disabled person requires, it may be appropriate to refer to their level of **support needs**. Unmet support needs will lead to greater difficulties. Support needs can be as diverse as assistance with activities of daily living, mobility, communication, sensory stimuli, emotional regulation, executive function, etc. A person’s level of support needs may not be readily apparent to outside observers.

Lastly, this resource avoids language that upholds the artificial separation of mind and body, which can misrepresent disabled people’s experiences and undermine coalitional disability organizing. This resource therefore uses the term **bodymind** to refer to the body and mind in totality and **nondisabled** in place of the narrower term “able bodied”.

Section 2: Key Takeaways

- Disability is a social, cultural, and political identity. If you are unsure how a person identifies, ask.
- “Access needs” refers to the supports that a disabled person requires to equitably participate in a given activity or space. These needs may not be readily apparent. They are not “special needs”.
- Access needs are often legally protected accommodations.
- A culture of accessibility can go beyond accommodation to value and prioritize access needs in all programs and spaces.

3. What Is Disability?

Disability is a multidimensional and evolving category that in different contexts may refer to:

- A condition associated with activity limitations and participation restrictions, including limitations and restrictions emerging in relation to social, spatial, and temporal factors;
- A legal category entitling disabled individuals to certain accommodations and protections;
- A category of social difference perpetuated through systemic marginalization, including ableism and intersecting oppressions; and,
- An identity, source of pride, and foundation for a community connected through shared histories, geographies, knowledges, and cultures that may additionally or alternatively include identities such as crip, chronically ill, Deaf/deaf, neurodivergent, Mad, and many more.

The first of these definitions is how the dominant culture characterizes disability. It reflects language used by multilateral organizations, governments, and charities. It is rooted in the medical model of disability, with an emphasis on individual “defect” or “deficiency”, that over time has been modified to include elements of the social model of disability (see p. 7-9). The second definition, in combination with the first, is how businesses and institutions (including universities such as UBC) generally frame disability. Taken together, these interpretations of disability create the conditions for it to be perceived as a legal liability and treated in an adversarial manner that relies on verification and surveillance in order to respond to access needs through individualized exceptions to the status quo.

The third and fourth definitions place the category of disability in cultural, historical, and geographical context for the purposes of critical analysis and social change. They reflect the inherent value of disabled lives and experiences as well as the disability community’s efforts to define itself and conceptualize and address the marginalization that diverse disabled people face. These definitions make it possible to think about disability through an intersectional lens and access needs in collective and systemic terms.

There is no “neutral” bodymind from which disabled bodyminds deviate; disabled bodyminds are no less normal, natural, or valuable (Sins Invalid, 2020). Furthermore, being nondisabled is a temporary and contingent experience that can change with age, injury, illness, and/or disabling social, spatial, and temporal factors (such as time of day, environmental stimuli, rest or stress, communication modalities, the presence or absence of accessible architecture, etc.). Thus, nondisabled people are not inherently “able” relative to disabled people; rather, they are *enabled* by a society structured around their needs, interests, and preferences at the expense of others.

Documentation does not determine disability status. Disability precedes diagnosis (Benness, n.d.), and the impacts of some disabilities are experienced before a person even realizes that they may be disabled and begins the diagnostic process. There are also many barriers to getting a diagnosis and adequate documentation. Gender, race, and other factors can significantly delay diagnosis due to medical bias. Securing documentation also requires considerable time, money, energy, and knowledge of how to navigate the medical system—all of which pose further barriers.

Lastly, it is not possible to tell a person’s disability status based on their appearance. Even if a person is perceived as disabled, other aspects of their condition may not be readily apparent.

Section 3: Key Takeaways

- Society organizes space and time in ways that benefit some bodyminds at the expense of others.
- Nondisabled people are not inherently “able” relative to disabled people; rather, they are enabled by a society structured to benefit them.
- Being nondisabled is a contingent experience that can change with age, injury, illness, and other circumstances.
- Disability precedes diagnosis: documentation does not determine disability status.

A Culture of Accessibility

4. Models of Disability

Disability is a geographically, culturally, and historically specific category of social difference. Scholars and activists use **models of disability** to understand the various meanings that have been attributed to disability and how they have impacted disabled people and their place in society.

The **medical model of disability** generally informs public policy and shapes institutional approaches, such as those of UBC. It views disability as a “deficiency” or “defect” located in an individual’s bodymind. The focus is therefore on cure or rehabilitation (or, as a last resort, accommodation). This model emerged out of the eugenics movement, which viewed disability as abnormal, inferior, and burdensome and sought its eradication (Rose, 2017; Baynton, 2020; Davis, 2016). It was additionally shaped by capitalism’s need for regimented, interchangeable, and obedient workers (Hughes, 2002; Rose, 2017; Russell and Rosenthal, 2019). The medical model is so named because it places the medical profession in the position of defining disability and gatekeeping diagnoses and supports. The **charity model of disability** is the moral counterpart to the medical model. It presents disabled people as objects of pity and frames access as an act of benevolence rather than a collective responsibility.

Since their emergence in the mid-1800s, both the medical and charity models have played a key role in disabled people’s oppression. Critical disability studies scholars and advocates have therefore proposed alternative models. The **social and political-relational models of disability** shift the focus from individual bodyminds to enabling or disabling factors in the environment (Hughes, 2002; Kafer, 2013). These models are primarily concerned with systemic changes that create the conditions for disabled people to thrive. Meanwhile, the emerging **disability justice framework** is an explicitly intersectional approach that likewise centers enabling and disabling social, spatial, and temporal factors but also positions disability and ableism among multiple,

interdependent forms of oppression such as white supremacy and colonization (Sins Invalid, 2021; 2022).

The core difference between the former (medical/charity models) and latter (social/justice) models is an individual versus systemic understanding of disability (Chapman, 2022). In this resource, we aim to highlight ways the UBC Geography community can collectively move away from the medical and charity models and towards a justice-oriented culture of accessibility in order to create an environment that values and facilitates disabled people's full participation.

Section 4: Key Takeaways

- Disability should be understood in systemic, relational terms rather than as an individual "deficiency".
- Creating an environment in which *all* disabled people can thrive is a collective responsibility.
- Disability justice requires an intersectional approach.

5. Ableism

The marginalization and oppression of disabled people is called **ableism**. Talila "TL" Lewis (2022) provides the following definition of ableism:

A system of assigning value to people's bodies and minds based on societally constructed ideas of normalcy, productivity, desirability, intelligence, excellence, and fitness. These constructed ideas are deeply rooted in eugenics, anti-Blackness, misogyny, colonialism, imperialism, and capitalism. This systemic oppression leads to people and society determining people's value based on their culture, age, language, appearance, religion, birth or living place, "health/wellness", and/or their ability to satisfactorily re/produce, "excel" and "behave." You do not have to be disabled to experience ableism.

Academic ableism refers to the perpetuation and further elaboration of ableism within institutions of higher education. Examples of academic ableism include:

- a pervasive failure to proactively plan for the presence and full participation of disabled students, faculty, and staff;
- a medical model-based, accommodations-centric approach to disability at the expense of a more ample culture of accessibility;
- inadequate, inaccessible, inflexible, and poor quality supports;
- barriers to achievement such as an added administrative burden and other costs borne by disabled people (including time, energy, and money);
- disparities in hiring, promotion, and awards as well as a lack of relevant professional development and mentorship opportunities;
- performance metrics and evaluation modalities that devalue disabled ways of thinking, working, and communicating;
- timelines, funding structures, and other institutional policies that privilege the interests and comfort of nondisabled bodyminds;
- epistemological subjugation of disabled ways of knowing and learning, particularly with respect to nondisabled “expertise” vis-à-vis disabled lives and experiences;
- the prevalence and acceptance of inaccessible pedagogical, research, and university labour practices;
- the deprioritization of disability-related issues by university leadership; and
- widespread stigmatization of disability and poor disability literacy.

It is important to address ableism at UBC and within the Department of Geography for at least six reasons:

- 1) Ableism harms both disabled and nondisabled members of the UBC Department of Geography community.
- 2) Ableism directly affects the broader life chances of disabled students, faculty, and staff.

- 3) Ableism undermines academic rigor, professional achievement, and diversity of thought.
- 4) Ableism upholds other axes of oppression (including colonization, white supremacy, gendered violence, anti-fat bias, and anti-queer and anti-trans oppression).
- 5) Ableism fosters a disabling environment that contributes to higher rates of anxiety, depression, and stress-related conditions among academics (Gorczynski, 2021; Hazell, 2022; Berg et al., 2016; Mountz, 2016; Mullings et al., 2017; Peake and Mullings, 2016; Tucker and Horton, 2019).
- 6) Institutions of higher education have played a historical and ongoing role in the oppression of disabled people in wider society (Dolmage, 2017).

Academic ableism is reflected in the low numbers, poor treatment, and greater precarity of openly disabled scholars in higher education (Employment and Social Development Canada, 2018). Approximately one quarter of UBC undergraduates are disabled (Insights West, 2020), which is on par with the rate of disability in the general population (Statistics Canada, 2022), but disabled people tend not to stay in academia. The proportion of disabled students drops to just 6% in graduate school (Simon, 2019). Only 8.8% of UBC-Vancouver and 12.4% of UBC-Okanagan employees identify as disabled, and the number is likely even smaller among the professoriate; research from other institutions reveals that just 1.5 to 4% of university faculty identify as disabled (Grigley, 2017). These scholars are generally concentrated in precarious sessional and contract positions (Adjunct, 2008). Statistics Canada (2020) also finds that disabled people face the highest rates of unfair treatment, discrimination, and harassment of any marginalized group of postsecondary faculty and researchers surveyed.

Stigma and a “leaky pipeline” are two of the factors contributing to these statistics (Branch et al. 2021, Horton and Tucker, 2013). Stigma, including internalized ableism, keeps many disabled academics from identifying as disabled and/or disclosing their disability status – particularly pre-tenure (Kerschbaum et al., 2017; Cepeda, 2021; Price, 2021). This means that the number of disabled academics may be greater but that they are likely to be isolated and under-resourced. Anecdotal evidence also suggests that many openly disabled faculty acquired disabilities later in life or “came out” post-

tenure, meaning that their presence and experiences within the academy must be understood in the context of their relatively greater institutional power (de Freitas et al., 2021). Meanwhile, the “leaky pipeline” refers to the considerable barriers that disabled would-be scholars face at every stage of their academic and professional journeys, resulting in very few such individuals ever making it into a tenured faculty position. Horton and Tucker (2013) conclude that “**disciplinary geography remains an exclusionary, unhappy place for many disabled academics, and that ableist norms and performative expectations remain inherent to many everyday spaces of academic workplaces**”.

Section 5: Key Takeaways

- The marginalization of disabled people is called ableism. Academic ableism refers to ableism within higher education.
- Disabled academics face stigma and a “leaky pipeline”.
- Ableism affects *all* members of a community, upholds and intersects with other axes of oppression, and undermines academic rigor, achievement, and diversity of thought.

6. A Culture of Accessibility

Building a culture of accessibility means valuing disability, approaching access needs as a collective responsibility, and building accessibility into the everyday workings of UBC. Helpful starting points include the following:

Everyone benefits from a culture of accessibility – *although the fact that disabled people benefit from accessibility ought to be reason enough to prioritize it!* Accessibility is about anticipating and providing for diverse ways of being in the world. When disabled people have the flexibility and support to thrive, so do people who: become temporarily ill, have care responsibilities (such as parents), and/or have other demands on their time and energy (such as other oppressed groups). When multiple groups benefit from accessibility measures, it is known as the “curb cut effect”.

Accessibility is a collective responsibility. Self-advocacy and self-care are inadequate solutions to academic ableism. Self-advocacy is not a strategy; it is a systemic critique

(M. Fabris, personal communication, November 23 2021). Meanwhile, although self-care can refer to a set of tools for fostering a greater sense of wellbeing, it can also function as a way to individualize and offload community care responsibilities. Overemphasizing self-care and self-advocacy can undermine collective responsibility for promoting accessibility and absolve decision makers of their duty to foster equity and justice in their department or unit.

Accessibility is a process. While it is important to always anticipate the presence and participation of disabled people, it is not possible to anticipate all potential access needs. Everyone is learning – and this includes disabled people, who may themselves be in the process of determining how best to meet their own needs! Additionally, access needs can sometimes conflict with one another. It is therefore important to plan for flexibility and maintain an open and responsive attitude.

7. Accommodations

In the current legal and institutional environment, accommodations continue to play an important role when working towards a culture of accessibility. Many access needs can be met by building accessibility measures into everyday practices and procedures, but formal accommodations may sometimes be necessary. It is important to remember, however, that the accommodations process is *itself* a source of inequity as it places an uneven administrative burden on disabled people and creates a landscape of othering retrofits, dependencies, uncertainties, contingencies, and power differentials.

Therefore, procedures for securing accommodations should be made as straightforward as possible, and when a person requests accommodations, it should be considered an opportunity to review and adapt existing accessibility measures. In a culture of accessibility, accommodations are not the end goal. Below are several key points to bear in mind when it comes to accommodations:

Accommodations are not “special treatment”. They are a legal as well as moral obligation. Everyone has support needs, but some needs are normalized while others are stigmatized (Benness, 2022). Normalized needs are built into routine operating procedures – and therefore made invisible to those who benefit – while stigmatized needs are treated as exceptions to the rule. Accommodations are *intended* to address this unevenness (but are often inadequate in practice).

Accommodations are not a negotiation. Access needs are *needs*. They are what a disabled person requires in order to fully and equitably participate. If 50% of a disabled person's access needs are met in a given situation, that situation does not become 50% more accessible; it remains 100% inaccessible. Sometimes it is necessary to find creative approaches to meeting access needs, and it is possible that multiple disabled people's access needs can conflict; however, accommodations should *never* be treated like a negotiation in which all "sides" are required to "give something up" to "meet in the middle" as a show of "good faith".

Accommodations are a floor, not a ceiling. Legally, accommodations are the minimum that the university must do to avoid a human rights complaint. Accommodations are not a substitute for a culture of accessibility. Even when all goes well, pursuing accommodations requires considerable additional time, money, and labour from disabled people. *A culture of accessibility strives to eliminate the barriers that make accommodations necessary in the first place.*

8. Addressing Myths

"Everyone has the same 24 hours in a day". Everyone does not have the same number of *usable* hours in a day or the same demands placed on their energy and attention. Relative to nondisabled colleagues or peers, disabled people must often devote a greater proportion of their usable hours to work or school while also juggling medical appointments, symptom management, health care admin, institutional bureaucracy, education and advocacy, the emotional labour of navigating ableism, etc. The barriers that nondisabled people may consider inconsequential are thus multiplied and compounded across disabled people's already disproportionately demanding scholarly, professional, and personal lives (Hannam-Swain, 2018; Lorenz, 2021).

"I'm just trying to be fair to everyone else." As the social, political/relational, and disability justice models (see p. 8-9) make clear, the academy is shaped by the interests of nondisabled people and has long operated in ways intended to *exclude* disabled people (Dolmage, 2017). In other words, the system is already unfair, and meeting disabled people's support needs is a step towards greater fairness.

“I don’t see what the big problem is. Couldn’t they just...” This unfortunately common sentiment deflects responsibility for providing access back onto individual disabled people. It is also patronizing! Disabled people engage in 24/7 problem solving around how to care for their bodyminds and get their needs met in a world that is not built for them. If a nondisabled person can think of a “solution” quickly, a disabled person has almost certainly already thought of it and determined its feasibility.

“They’re treating disability as an excuse/taking advantage of the system.”

Nondisabled people frequently overestimate the amount of goodwill and support available to disabled people and underestimate the time, money, and energy required to secure it as well as the physical, mental, and emotional impacts of ableism. In short, disability would be a very high-effort and low-reward gift. It is far more likely that a person is being candid about barriers and support needs than “trying to get away with something”.

“But that’s not a *real* disability.” This statement implies that someone may be “faking” or “exaggerating” their disability, that they are “asking too much”, or that they are not entitled to have their support needs met. In reality, it usually just means that the speaker lacks an informed understanding of what constitutes disability. It is closely linked to the belief that identifying as disabled and using supports is somehow taking something away from “those who need it more”. It is important to remember that disability is a diverse and expansive category and accessibility is not a zero-sum game. Experienced as internalized ableism and/or a fear of judgement, this belief also discourages many disabled people from acknowledging their own disabilities and using supports that would improve their lives.

9. For Programs and Graduate Supervisors

Programs and graduate supervisors must understand the additional burdens that disabled people face. This includes self-advocacy. Disabled people are expected to advocate for themselves, which requires them to educate themselves about their rights, manage egos when educating others, navigate and coordinate bureaucratic processes, communicate with faculty and staff, identify supports and allies, build community (or even create the social infrastructure necessary to build community), and perform “self-care” (often in the absence of community care). This **disproportionately**

burdens disabled students, who have to repeat this labour every semester, in every course, with every instructor, and in all interpersonal relationships inside of the academic community and beyond. If students cannot or do not perform this labor, they also cannot access the support they need to succeed (Hannam-Swain, 2018; Lorenz, 2021). Thus, **self-advocacy is a double burden**: in order to get the support that they need, disabled students must perform extra labor that nondisabled students – whose needs are already being met – do not have to perform.

Disabled students also have a substantially higher cost of living than their nondisabled peers. There are of course costs associated with medical needs, only a fraction of which are fully or even partially covered by MSP and student health insurance. Less obvious are the many costs associated with accessible housing, transportation, adaptive technology, and “disability life hacks” that nondisabled people might view as optional or luxuries (e.g., grocery delivery, cleaning assistance, parking, technology, dietary needs, scent- and chemical-free products, ergonomic setups, etc.).

Despite a higher cost of living, **disabled students have less access to funding and fewer work opportunities**. For instance, funding timelines are based on nondisabled students’ schedules, so while it may be reasonable to give a nondisabled PhD student four years of funding, a disabled student whose degree will take twice as long will run out of funding halfway through their program (at which point they are generally no longer eligible to apply for other funding). In order to access what little non-employment-based funding is available to disabled students specifically, they must go through additional application processes (many of which are competitive and not guaranteed)—thus producing an additional burden. Paid work is another option; however, when disabled students have fewer useable hours and have to prioritize paid work to make ends meet, their degree progress is likely to suffer—not to mention their publishing, conference participation, and academic collaborations. These disparities make disabled students less competitive candidates on the job market, further entrenching underrepresentation and reproducing academic ableism (see p. 9-12).

The **power differential** between students and department leadership and supervisors can make addressing these issues challenging and may dissuade students from speaking up. Programs and graduate supervisors should be proactive and nonjudgemental in offering support.

Section 8: Key Takeaways

- Expectations, requirements, and available supports are structured around nondisabled students' interests.
- Disabled students face higher burdens and greater barriers to success relative to nondisabled students while also having less access to resources.

10. For Nondisabled Colleagues and Peers

Nondisabled members of the UBC Geography community must recognize **how ableism impacts their disabled colleagues and peers**. In addition to the many burdens and barriers outlined in this resource, disabled people must often address systemic ableism and educate nondisabled colleagues and peers. **Such labour has personal and professional impacts and (despite requiring significant time, energy, and knowledge) is usually invisibilized and uncompensated.**

Disabled students, faculty, and staff frequently find themselves in the position of having to either accept an ableist status quo or advocate for themselves and other disabled members of the university community. This takes a personal, professional, and financial toll. A recent survey found that disabled faculty at UBC compensate for a lack of available, accessible, and adequate supports of sufficient quality by paying out of pocket, neglecting their health, working longer hours, sacrificing family time, etc. (de Freitas et al., 2021). It is reasonable to assume that the situation is the same, if not worse, for staff and students who do not have faculty's institutional power. Those who try to change the system take on the added labour of advocacy, which can impact degree progress and/or professional prospects, consume already limited time and energy, and deplete social capital.

Openly disabled students, faculty, and staff also find themselves tasked with **significant additional emotional labour**. This includes speaking on behalf of other disabled people who are not "out" about their disability status and sharing experiences and information to help fellow disabled people navigate a hostile system. Colleagues and peers who are struggling with issues unrelated to disability may see their advocacy and disproportionately turn to them for support as well. Lastly, disabled students,

faculty, and staff are frequently systemically coerced into engaging in “forced intimacy” in order to access even basic supports. This includes disclosing personal information, making a spectacle of their disability and/or trauma, and nurturing sometimes otherwise undesirable personal and professional relationships (Mingus, 2017).

Disabled people cannot bear responsibility for single handedly fixing the very system that harms them. In order to do right by their disabled colleagues and peers, **nondisabled students, faculty, and staff must proactively seek to educate themselves, engage in community care, and foster a culture of accessibility.**

Section 9: Key Takeaways

- Disabled members of the geography community do considerable labour to advocate for greater accessibility and inclusivity. This labour is generally invisible and uncompensated.
- Nondisabled colleagues must educate themselves and work to foster a culture of accessibility and community care.

11. For Instructors

Instructors may not realize that some common pedagogical practices can burden disabled students, but **many course policies and “classroom management” strategies do disadvantage disabled students and stigmatize their needs.** These include rules about laptops and phones, absences, recording, bathroom breaks, food and drink, etc. Both restrictive “etiquette guidelines” and unwritten social expectations (or “hidden curriculum”) can have similar effects. Frequently, assignments and exams are also designed and delivered in inaccessible ways. (This is why accommodations often modify assessment parameters; however, **securing accommodations is a barrier in and of itself – especially for multiply marginalized disabled students.**) As a result, instructors end up evaluating students not on their critical thinking skills or mastery of the material but rather on how well they can navigate – or simply endure – an ableist system.



Image description: a tweet by @CatherineEPaul that reads "I am profoundly ashamed of the policies I had as a professor that I thought were appropriate academic rigor and were really just ableism."

Creating “exceptions” for disabled students may (somewhat) mitigate these disadvantages but continues to stigmatize their needs while increasing the already substantial burden of pursuing accommodations. **Disabled students expend considerable time, money, and effort in order to secure accommodations.** This process can take weeks, months, or longer. Many students also lack the formal diagnoses necessary for institutional recognition of their needs or do not yet know that they are disabled or entitled to accommodation. Some students resist accommodations because of the associated stigma. While instructors could address these issues by designing courses with common access needs in mind, the majority instead cater to nondisabled students’ preferences or adhere to an uncritical understanding of “rigour” – leaving the Center for Accessibility, more flexible colleagues, and/or disabled students themselves to make the necessary adjustments.

Many instructors assume accommodations that permit disabled students to “scrape by” are adequate while nondisabled students operate in an environment that already automatically anticipates and fulfills their needs, allowing them to reach their full potential. **Instructors should consider what accessibility measures they could implement in their courses to also foster disabled student excellence** (see the instructional resources section on p. 23-24).

Section 10: Key Takeaways

- Common pedagogical practices can burden disabled students.
- Obtaining accommodations is a time-consuming, difficult process.
- Instructors should examine their teaching practices for barriers to learning.

Navigating Rights, Responsibilities, and Institutional Pathways

12. Legal Rights and Responsibilities

The **BC Human Rights Code** states that employers, landlords, and people who provide a service to the public have a duty to accommodate age (actual or perceived), ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation, gender identity or expression, and criminal conviction unrelated to employment. This applies to all businesses, agencies, and services in BC (except for those regulated by the federal government).

Within UBC, there are two policies – **UBC Policy No. LR7** and **UBC Policy No. SC7** – that outline how the university meets the legal requirements for accommodating disabled people, per the BC Human Rights Code.

The first (**UBC Policy No. LR7**) outlines principles, responsibilities, and processes for the provision of Accommodation **for Students with Disabilities**. The policy aims to serve three purposes:

- Create an accessible learning environment so that all students can meet the essential requirements of UBC's courses, programs, and activities;
- Promote human rights, equity, and diversity; and,
- Comply with UBC's duty under the BC Human Rights Code to make services and facilities available in a manner that does not discriminate.

Importantly, this policy does not apply to any activities related to employment; it only ensures accommodations for students engaged in a course, program, or activity offered by UBC. It also does not protect students with a temporary health issue. **UBC faculty and staff have a duty to offer accommodations per this policy up to the point of undue hardship.**

Within UBC, the following people and organizations are responsible for ensuring various aspects of Policy No. LR7:

- The **Centre for Accessibility** is responsible for determining accommodations for disabled students and determining a disability-related need for academic concessions for students. They will notify the relevant faculty or school of such requirements, and the faculty/school will then determine what concession will be provided for the student. The Centre is responsible for implementing accommodations that cannot reasonably be provided at the program level.
- **Instructors and UBC employees** are responsible for implementing these accommodations with the help of the Centre for Accessibility.
- **Disabled students** are responsible for contacting the Centre for Accessibility about requested accommodations in a timely manner, providing appropriate documentation of their disability to the Centre; notifying the Centre of any changes to their accommodation requirements; complying with instructions and procedures for developing and implementing the accommodation; and, at the beginning of each term or otherwise at the earliest available opportunity, providing the letter of accommodation received from the Centre to the instructors or unit from whom they are seeking accommodation.

The second policy through which the University outlines compliance with the requirements established by the BC Human Rights Code is **UBC Policy No. SC7**, the university's discrimination policy. This policy seeks to prevent discrimination on the grounds protected by the BC Human Rights Code and to provide procedures for handling complaints, remedying situations, and imposing discipline when such discrimination arises.

Under this policy, **all members of the UBC community share responsibility for ensuring and maintaining an environment that is free from discrimination**. Under the Human Rights Code, everyone has the right to be free from discrimination based on the personal characteristics listed above. At UBC, this right applies in the areas of publications, public services, tenancy, employment advertisements, wages, and employment.

13. Institutional Pathways

Even with the policies listed under Section 11 in place, disabled members of the UBC community face a number of barriers. The department or unit can be a helpful first step for seeking guidance and addressing issues as they arise. **Department leaderships is responsible for ensuring and maintaining a discrimination-free environment under UBC Policy No. SC7.** Administrative staff possess valuable knowledge, experience, and institutional memory and may be able to offer direction on specific concerns.

Additionally, the departmental Equity and Diversity Committee can be a resource. The E&D Committee may be reached at: equity@ubc.ca. Departments also have a role to play in the accommodations process – although it is not clearly defined and may vary depending on the leadership’s priorities, sometimes leaving disabled people scrambling to get their needs met (de Freitas et al., 2021).

Should it be necessary to seek further assistance with a disability-related issue or if it is not possible to address this issue with department leadership or staff, this section lists other potential institutional pathways:

Centre for Accessibility: this office’s primary responsibility is student accommodations that cannot be provided at the program level. In practice, there is a particular emphasis on undergraduate needs. This includes accommodations related to coursework, evaluation, and classroom instruction but also disability-related admissions and housing considerations and some funding opportunities.

Community Building and Advocacy Groups: disabled students, faculty, and staff have created spaces in which to seek support, share strategies, and organize around disability-related interests. These include the Disability Affinity Group (for faculty and staff), the Disabled Grad Students Association (for graduate students), and the Disabilities United Club (for all students).

Equity and Inclusion Office: the EIO’s mission is “To advance equity and human rights at UBC by promoting diversity, eliminating discrimination, and engaging the community in dialogue and action.” The Office can assist with informational resources and referrals, knowledge and skills development, and conflict management and resolution.

Human Resources: this office oversees many aspects of employment at UBC such as hiring, workplace standards, benefits, professional development, etc. HR is responsible for employee disability accommodations through its Centre for Workplace Accessibility and Stay at Work/Return to Work program. HR also oversees ergonomic assessment, a newly created remote work program, and several physical and mental wellbeing initiatives.

Labour Advocacy Groups: unions are responsible for, among other things, negotiating the collective agreements that regulate working conditions of UBC employees and the duties of the university as an employer. They can provide assistance and direction on a range of employment-related questions. If a worker's rights under the collective agreement have been violated, the union can file a grievance. The **Association of Administrative and Professional Staff at UBC** represents management and professional staff; **CUPE 2278** represents Teaching Assistants, Tutors, Markers, Research Assistants, and Graduate Academic Assistants; and the **UBC Faculty Association** represents the professoriate, Educational Leadership Stream faculty, Lecturers, and Sessional faculty (among others). Other unions at UBC in addition to those listed below include CUPE 116, CUPE 2950, BCGEU, and COPE 378.

Ombuds Office: this office "works with all UBC community members to ensure students are treated fairly and can learn, work and live in a fair, equitable and respectful environment." This includes informational resources and referrals, procedural and policy clarification, informal conflict resolution, and guidance and support with respect to problem solving.

Although the entities listed above are important resources, it is crucial to understand that **navigating these institutional pathways *itself* often functions as a barrier for disabled students, faculty, and staff.** Attaining documentation of one's disability is only the beginning of the process towards securing accommodations.

At this time, **there is no centralized unit responsible for addressing the needs of all disabled members of the UBC community, leading to overlaps and gaps in the system.** Disabled people often must work with multiple entities, which is energy- and time-consuming (Cepeda, 2021; Price 2021). There can be a lack of clarity around transparency expectations, confidentiality requirements, and entities' respective purviews. There can also be confusion around which entities are tasked with meeting

which needs when it comes to graduate students and other members of the UBC community who wear multiple “hats”. This can lead to disabled people being bounced from one office to another with no one taking responsibility. Guaranteeing throughput is therefore an additional burden that many disabled people carry. Lastly, some of these entities’ primary concern is protecting the institution from legal action. This leads to a defensive, adversarial, accommodations-only approach rather than a collaborative investment in dismantling systemic barriers to disabled people’s wellbeing and fostering a culture of accessibility at UBC.

Sections 11 & 12: Key Takeaways

- Departments must create and maintain a discrimination-free environment. For further assistance, other institutional pathways exist.
- No centralized unit is responsible for addressing the needs of disabled people at UBC, which creates gaps and leads to a tendency to “pass the buck”.

Resources

14. Resources at UBC and Beyond

- [Accessibility on Campus](#)
- [Association of Administrative and Professional Staff at UBC](#)
- [BC Human Rights Code](#)
- [Centre for Accessibility](#)
- [Creating a Respectful and Inclusive Workplace for Employees with Disabilities](#)
- [CUPE2278](#)
- [Equity and Inclusion Office](#)

- [Faculty Association](#)
- [Human Resources](#)
- [Human Rights in British Columbia: What you need to know](#)
- [Ombuds Office](#)
- [UBC Policy Number LR7: Accommodations for Students with Disabilities](#)
- [UBC Policy Number LR7 Frequently Asked Questions](#)
- [UBC Policy Number SC7: Discrimination Policy](#)
- [UBC Statement on the Respectful Environment for Students, Faculty, and Staff](#)

15. Instructional Resources

[Access Invocation](#) (by Dr. Margaret Price)

[Access Is Love Reading List](#) (by Alice Wong, Mia Mingus, and Sandy Ho)

[Accessible Teaching in the Time of COVID-19](#) (by Dr. Aimi Hamraie)

[Accessible Syllabus](#)

[Accessibility Basics & Resources](#) (compiled by Emily Krebs, PhD Candidate at the University of Utah)

Crippling Pandemic Learning in Higher Education (compiled by Hannah Facknitz, MA student at UBC & Danielle Lorenz, PhD Candidate at the University of Alberta)

[Crippling Pandemic Learning in Higher Education: An Explanation](#)

[Crippling Pandemic Learning: Pre-Course Teaching and Learning Analysis](#)

[Crippling Pandemic Learning: Collaborative Academic Resource Document](#)

[Crippling Pandemic Learning in Higher Education Collaborative Resource Document](#)

[Critical Design Lab](#) (directed by Dr. Aimi Hamraie)

[Digital Community Resources for Disabled Academics](#) (compiled by the Disabled Academic Collective)

[Disability Histories Syllabus](#) (compiled by Dr. Jaipreet Virdi)

[Duke Accessible Syllabus Project](#)

[#Eugenics Syllabus](#) (compiled by Drs. Aimi Hamraie and Jay Dolmage)

[Fostering an Inclusive Classroom: Universal Design Learning and Accessible Online Teaching Practices](#) (compiled by Dr. Nicole Schroeder)

[Inventory of Universal Design “places to start”](#) (compiled by Jay Dolmage)

[the ADHD Academic](#)

16. Further Reading

Beness, B. (n.d.) *Disease begins before diagnosis*. No End In Sight. Retrieved April 20, 2022, from <https://noendinsight.co/briannes-tedx-talk-disease-begins-before-diagnosis/>

Berg, L. D., Huijbens, E. H. & Larson, H. G. (2016) Producing anxiety in the neoliberal university. *The Canadian Geographer/Le Géographe Canadien*, 60, pp.168-180.

Brown, L. X. Z. (2021, November 16) *Ableism/language*. Autistic Hoya. Retrieved April 15, 2022, from <https://www.autistichoya.com/p/ableist-words-and-terms-to-avoid.html>

Brown, N. (2021) *Lived Experiences of Ableism in Academia: Strategies of Inclusion in Higher Education*. Policy Press.

Brown, N. & Leigh, J. Eds. (2020) *Ableism in Academia: Theorising Experiences of Disabilities and Chronic Illnesses in Higher Education*. London: UCL Press.

Bruce, C. (2020). Self-advocacy as precariousness in University Education. *Canadian Journal of Disability Studies*, 9(5), 414–440. <https://doi.org/10.15353/cjds.v9i5.703>

- Cepeda, M.E. (2021) Thrice Unseen, Forever on Borrowed Time: Latina Feminist Reflections on Mental Disability and the Neoliberal Academy. *South Atlantic Quarterly*, 120(2), pp. 301-320.
- Davis, L. J., & Sanchez, R. (2021). *The disability studies reader*. Routledge/Taylor & Francis Group.
- Dolmage, J.T. (2017) *Academic Ableism: Disability and Higher Education*. Ann Arbor: University of Michigan Press.
- De Picker, M. (2020) Rethinking Inclusion and Disability Activism at Academic Conferences: Strategies Proposed by a PhD Student with a Physical Disability. *Disability & Society*, 35(1), pp. 163-167.
- Tucker, F. & Horton, J. (2019) "'The show must go on!'" Fieldwork, mental health and wellbeing in Geography, Earth and Environmental Sciences', *Area*, 51(1), pp. 84-93
- Hannam-Swain, S. (2018) The Additional Labour of a Disabled PhD Student. *Disability & Society*, 33(1), pp. 138-142. Horton, J. & Tucker, F. (2013) Disabilities in academic workplaces: experiences of human and physical geographers. *Transactions of the Institute of British Geographers*, 39(1), pp. 76-89.
- Horton, J. & Tucker, F. (2013) Disabilities in academic workplaces: experiences of human and physical geographers. *Transactions of the Institute of British Geographers*, 39(1), pp. 76-89.
- Hutcheon, E.J. & Lashewicz, B. (2020) Tracing and Troubling Continuities between Ableism and Colonialism in Canada. *Disability & Society*, 35(5), pp. 695-714.
- Imrie, R. & Edwards, C. (2007) The Geographies of Disability: Reflections on the Development of a Sub-Discipline. *Geography Compass*, 1(3), pp.623-40.
- Inckle, K. (2018) Unreasonable Adjustments: The Additional Unpaid Labour of Academics with Disabilities. *Disability & Society*, 33(8), pp. 1372-1376.
- Kafer, A. (2013) *Feminist, Queer, Crip*. Bloomington, Indiana: Indiana University Press.
- Kerschbaum, S.L., Eisenman, L.T., & Jones, J.M. Eds. (2017) *Negotiating Disability: Disclosure and Higher Education*. Ann Arbor: University of Michigan Press.

- King, B. J. (2016, February 25). *'disabled': Just #saytheword*. NPR. Retrieved July 5, 2022, from <https://www.npr.org/sections/13.7/2016/02/25/468073722/disabled-just-saytheword>
- Loepky, J. (2023, April 26). *Ableism in the Academy*. University Affairs. <https://www.universityaffairs.ca/features/feature-article/ableism-in-the-academy/>
- Lorenz, D.E. (2021) Delayed PhD completion: an autoethnographic account of academic ableism, *Diaspora, Indigenous, and Minority Education*, 15(4), pp. 233-240.
- Michailakis, D. (2003) The Systems Theory Concept of Disability: One is not born a disabled person, one is observed to be one, *Disability & Society*, 18(2), pp. 209-229.
- Mingus, M. (2017, August 6) *Forced intimacy: An ableist norm*. Leaving Evidence. Retrieved April 15, 2022, from <https://leavingevidence.wordpress.com/2017/08/06/forced-intimacy-an-ableist-norm/>
- Mountz, A. (2016) Women on the edge: workplace stress at universities in North America. *The Canadian Geographer/Le Géographe Canadien*, 60, pp.205-218.
- Mullings, B., Peake, L. & Parizeau, K. (2016) Cultivating an ethic of wellness in Geography. *The Canadian Geographer/Le Géographe Canadien*, 60, pp.161-167.
- Peake, L. and Mullings, B. (2016) Critical reflections on mental and emotional distress in the academy. *ACME: An International Journal for Critical Geographies*, 15, pp.253-284.
- Perry, D. M. (2017, February 14). *How academic jobs screen out disabled people*. Pacific Standard. Retrieved July 5, 2022, from <https://psmag.com/news/how-academic-jobs-screen-out-disabled-people>
- Piepzna-Samarasinha, L.L. (2018) *Care Work: Dreaming Disability Justice*. Vancouver: Arsenal Pulp Press.
- Price, D. (2018, March 23) *Laziness does not exist*. Medium. <https://humanparts.medium.com/laziness-does-not-exist-3af27e312d01>
- Price, M. (2021) Time Harms: Disabled Faculty Navigating the Accommodations Loop. *The South Atlantic Quarterly*, (120)2, pp. 257-277.

- Price, M. & Kerschbaum, S.L. (2017, January) *Promoting Supportive Academic Environments for Faculty with Mental Illness: Resource Guide and Suggestions for Practice*. Temple University Collaborative,
http://www.tucollaborative.org/sdm_downloads/supportive-academic-environments-for-faculty-with-mental-illnesses/. Accessed 25 Nov. 2021.
- Price, M. (2011) *Mad at School: Rhetorics of Mental Disability and Academic Life*. Ann Arbor: University of Michigan.
- Saltes, N. (2020) Disability Barriers in Academia: An Analysis of Disability Accommodation Policies for Faculty at Canadian Universities. *Canadian Journal of Disability Studies*, 9(1).
- Samuels, E. & Freedman, E. (Eds). (2021) Crip Temporalities [Special Issue]. *The South Atlantic Quarterly*, 120(2).
- Schweik, S. M. (2009). *The ugly laws: Disability in public*. New York Univ.
- Sensory, O. & DiAngelo, R. (2017) Understanding Privilege through Ableism" *Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education*. New York: Teachers College Press, pp. 103-123.
- Sins Invalid. (2021, April 7) *10 principles of disability justice*. Sins Invalid. Retrieved April 15, 2022, from <https://www.sinsinvalid.org/blog/10-principles-of-disability-justice>
- Sins Invalid. (2020, June 17) *What is disability justice?* Sins Invalid. Retrieved April 15, 2022, from <https://www.sinsinvalid.org/news-1/2020/6/16/what-is-disability-justice>
- Unknown (n.d.) *Resources/links related to Geographies of/with Disabilities*. Retrieved September 28, 2022, from <https://docs.google.com/document/d/1OLbqjngNkN-TzNwWkiNvzNLHH7CKcyHrUJRmqCRjbLo/edit>
- Wilton, R., & Horton, J. (2020). Disabling and enabling geographies: Celebrating 20 years of research in Social and Cultural Geography. *Social and Cultural Geography*, 21(7), pp.1021-1028.
- Wong, A. (2020). *Disability visibility: First-person stories from the twenty-first century*. Vintage Books, a division of Penguin Random House LLC.

Worth, N. (2008), The significance of the personal within disability geography. *Area*, 40, pp.306-314.

Young, S. (n.d.). *I'm not your inspiration, thank you very much*. TED Talks. Retrieved July 5, 2022, from https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much?language=en

References

Adjunct, A.K. (2008) The Revolving Ramp: Disability and the New Adjunct Economy. *Disabilities Studies Quarterly*, 28(3), <https://dsq-sds.org/article/view/110/110>. Accessed 25 Nov. 2021.

Baynton, D. C. (2020) *Defectives in the land: Disability and immigration in the age of eugenics*. The University of Chicago Press.

Beness, B. (n.d.) *Disease begins before diagnosis*. No End In Sight. Retrieved April 20, 2022, from <https://noendinsight.co/briannes-tedx-talk-disease-begins-before-diagnosis/>

Beness, B. [@bennessb]. (2022, March 25) *just scribbling furiously in the margins of this book about how "loss of independence" is a misleading euphemism...* [Tweet]. Twitter. <https://twitter.com/bennessb/status/1507388237693730819>

Berg, L. D., Huijbens, E. H. & Larson, H. G. (2016) Producing anxiety in the neoliberal university. *The Canadian Geographer/Le Géographe Canadien*, 60, pp.168-180.

Branch, H., Griep, L., Finlay, S.-J., Ratner, P., Achugbue, E., Leathley, L., Chen, A., Oliphant, T., Barnham, J. (2021) *Equitable Research Productivity Assessments Canada Research Chair Report by the UBC Equity and Inclusion Office*. Retrieved April 20, 2022, from

<https://academic.ubc.ca/sites/vpa.ubc.ca/files/documents/Equitable%20Research%20Productivity%20Assessments%20-%20Final%20Report.18.10.21.pdf>

- Cepeda, M.E. (2021) Thrice Unseen, Forever on Borrowed Time: Latina Feminist Reflections on Mental Disability and the Neoliberal Academy. *South Atlantic Quarterly*, 120(2), pp. 301-320.
- Chapman, R.J. [@DrRJChapman]. (2022, April 13) *Rather than medical model/social model of disability, I increasingly prefer to say individual model/systemic model...* [Tweet]. Twitter. <https://twitter.com/DrRJChapman/status/1514165165440315393>
- Davis, L. J. (2016) *Enforcing normalcy: Disability, deafness, and the body*. Nota.
- de Freitas, C., Iwasaki, S., Orbaugh, S., & Yoshimizu, A. (2021, December) *What Would an Accessible University Look Like? Perspectives of Disabled Instructors at UBC*. UBC CTLT Winter Institute. Vancouver.
- Dolmage, J.T. (2017) *Academic Ableism: Disability and Higher Education*. Ann Arbor, MI: University of Michigan Press.
- Employment and Social Development Canada (2018) Making an accessible Canada for people with disabilities. Available at: <https://www.canada.ca/en/employment-social-development/programs/accessible-canada.html> (accessed 13 May 2021).
- Gorczyński, P. (2021, August 25) *More academics and students have mental health problems than ever before*. The Conversation. Retrieved April 20, 2022, from <https://theconversation.com/more-academics-and-students-have-mental-health-problems-than-ever-before-90339>
- Government of British Columbia (1997) British Columbia Human Rights Code. *RSBC 1996 Ch210*. Available at: https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96210_01 (accessed 13 May 2021).
- Grigley, J. (2017) The Neglected Demographic: Faculty Members With Disabilities. *The Chronicle of Higher Education*, 27 June. Washington, DC. Available at: <https://www.chronicle.com/article/the-neglected-demographic-faculty-members-with-disabilities/> (accessed 13 May 2021).

- Hannam-Swain, S. (2018) The Additional Labour of a Disabled PhD Student. *Disability & Society*, 33(1), pp. 138-142.
- Hazell, C. (2022, February 9) 'you have to suffer for your Phd': Poor Mental Health among doctoral researchers – new research. The Conversation. Retrieved April 20, 2022, from <https://theconversation.com/you-have-to-suffer-for-your-phd-poor-mental-health-among-doctoral-researchers-new-research-174096>
- Horton, J. & Tucker, F. (2013) Disabilities in academic workplaces: experiences of human and physical geographers. *Transactions of the Institute of British Geographers*, 39(1), pp. 76-89.
- Hughes, B. (2002) Disability and the Body. In *Disability Studies Today* (pp. 59–76). Polity Press.
- Insights West (2020) *UBC Alma Mater Society: 2020 Academic Experience Survey*. April. Vancouver, British Columbia: University of British Columbia. Available at: <https://www.dropbox.com/s/c3zoov7dax9g7go/IW%20AMS%20AES%202020.pdf?dl=0> (accessed 13 May 2021).
- Kafer, A. (2013) *Feminist, Queer, Crip*. Bloomington, IN: Indiana University Press.
- Kerschbaum, S.L., Eisenman, L.T., & Jones, J.M. Eds. (2017) *Negotiating Disability: Disclosure and Higher Education*. Ann Arbor, MI: University of Michigan Press.
- Lewis, T. L. (2022) *Working definition of ableism*. TALILA A. LEWIS. Retrieved April 20, 2022, from <https://www.talilalewis.com/blog/working-definition-of-ableism-january-2022-update>
- Lorenz, D.E. (2021) Delayed PhD completion: an autoethnographic account of academic ableism, Diaspora, Indigenous, and Minority Education, 15:4, 233-240.
- Mingus, M. (2017, August 6) *Forced intimacy: An ableist norm*. Leaving Evidence. Retrieved April 15, 2022, from <https://leavingevidence.wordpress.com/2017/08/06/forced-intimacy-an-ableist-norm/>
- Mountz, A. (2016) Women on the edge: workplace stress at universities in North America. *The Canadian Geographer/Le Géographe Canadien*, 60, pp.205-218.

- Mullings, B., Peake, L. & Parizeau, K. (2016) Cultivating an ethic of wellness in Geography. *The Canadian Geographer/Le Géographe Canadien*, 60, pp.161-167.
- Peake, L. and Mullings, B. (2016) Critical reflections on mental and emotional distress in the academy. *ACME: An International Journal for Critical Geographies*, 15, pp.253-284.
- Price, M. (2011) *Mad at School: Rhetorics of Mental Disability and Academic Life*. Ann Arbor: University of Michigan.
- Price, M. (2021) Time Harms: Disabled Faculty Navigating the Accommodations Loop. *The South Atlantic Quarterly*, 120(2), pp. 257-277.
- Rose, S. F. (2017) *No right to be idle: The invention of disability, 1840s-1930s*. The University of North Carolina Press.
- Russell, M., & Rosenthal, K. (2019) *Capitalism & disability*. Haymarket Books.
- Samuels, E. (2017) Six Ways of Looking at Crip Time. *Disability Studies Quarterly*, 37(3). Retrieved July 5, 2022, from <https://dsq-sds.org/article/view/5824/4684>.
- Simon, L. (2019) *Canadian Graduate and Professional Student Survey: 2019 Update*. Canadian Graduate and Professional Student Survey. Ottawa, Ontario: Canadian Association of Graduate Students. Available at: <https://cags.ca/cgps/>.
- Sins Invalid (2020) What is Disability Justice? Available at: <https://www.sinsinvalid.org/news-1/2020/6/16/what-is-disability-justice> (accessed 13 May 2021).
- Statistics Canada. (2020, September 22). *Unfair treatment, discrimination or harassment among postsecondary faculty and researchers*. <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3710016901&pickMembers%5B0%5D=1.1&pickMembers%5B1%5D=2.2&pickMembers%5B2%5D=4.1>
- Statistics Canada. (2022, December 2). *Measuring Disability in Canada*. <https://www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2022062-eng.htm>
- Tucker, F. & Horton, J. (2019) "The show must go on!" Fieldwork, mental health and wellbeing in Geography, *Earth and Environmental Sciences*, *Area*, 51(1), pp. 84-93

Waterfield, Bea et al. (2018) Disabled academics: a case study in Canadian universities,
Disability & Society, 33 (3), pp. 327-348.