

Strategies for Inclusion in Higher Education

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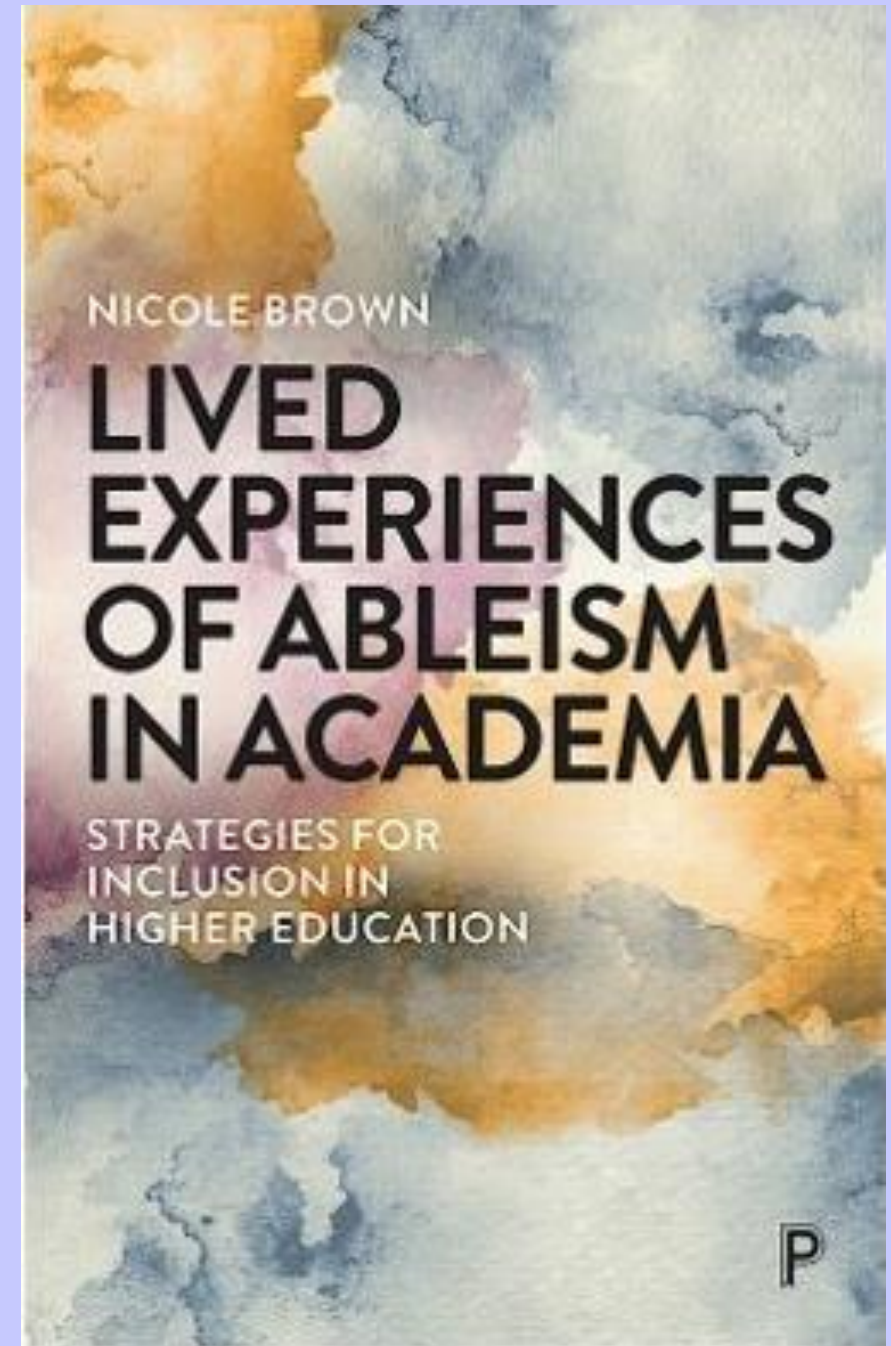


<https://policy.bristoluniversitypress.co.uk/lived-experiences-of-ableism-in-academia>

Demands for excellence and efficiency have created an ableist culture in academia. What impact do these expectations have on disabled, chronically ill and neurodiverse colleagues?

This important and eye-opening collection explores ableism in academia from the viewpoint of academics' personal and professional experiences and scholarship. Through the theoretical lenses of autobiography, autoethnography, embodiment, body work and emotional labour, contributors present insightful, critical, analytical and rigorous explorations of being 'othered' in academia.

Deeply embedded in personal experiences, this perceptive book provides examples for universities to develop inclusive practices, accessible working and learning conditions and a less ableist environment.



Status of disability disclosure in academia

3.9% of UK HE staff disclosed a health condition or impairment in 2012/13, but at the time, 16% of working-age adults and 13% of undergraduate students were known to have disability.

14.4% of disclosures in UK HE in 2017/18 were undergraduate students, compared to 9.3% of taught postgraduate students and 9.0% of postgraduate research students.

Overall disclosure rates (5.3%) lower among academic staff (4.3%) than professional services and support staff (6.1%):

- 5.3% teaching-only academics

- 4.2% teaching and research academics

- 3.2% research-only academics.

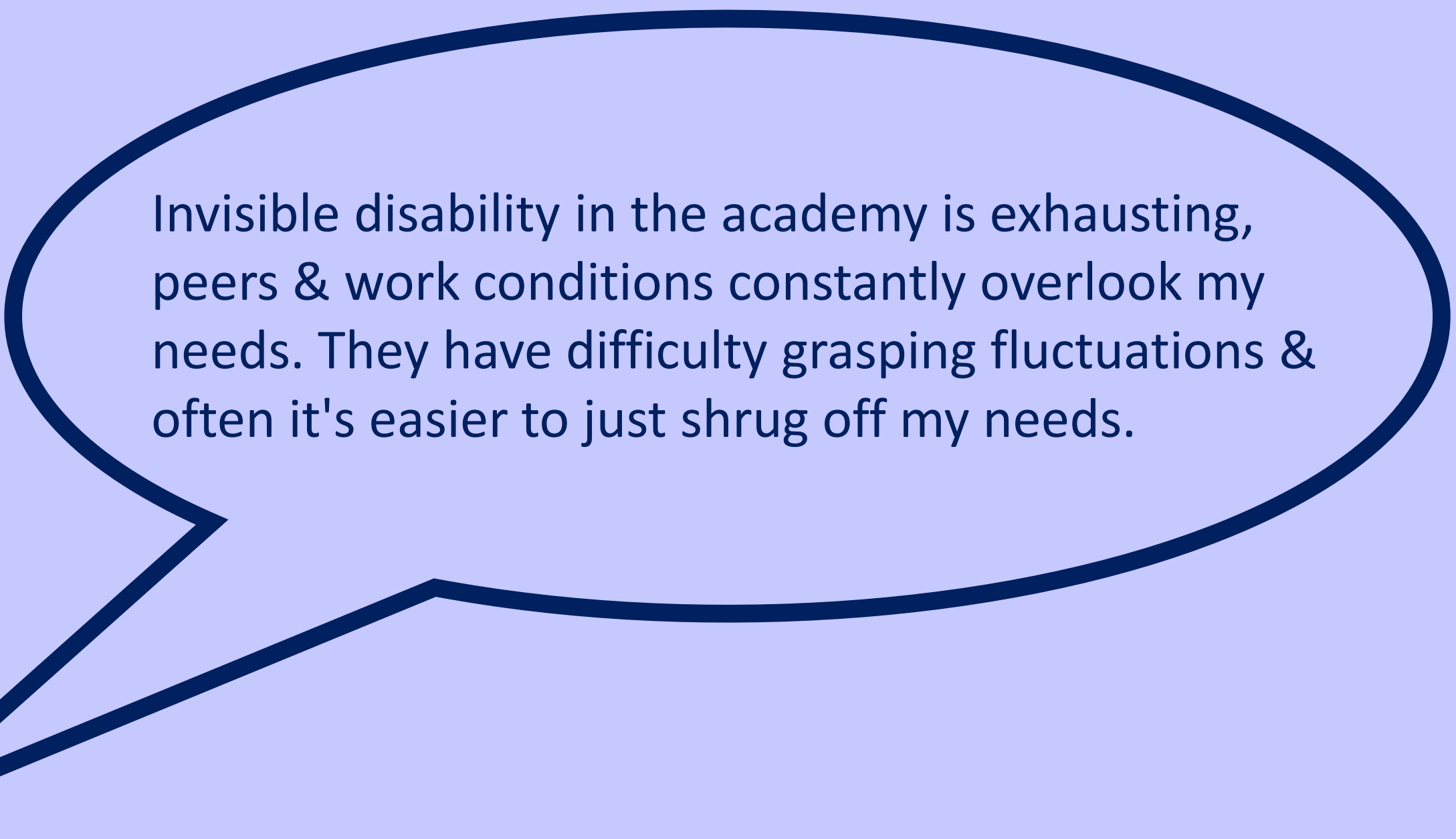
Disclosure rates and what they mean

From statistics we can see noticeable differences at transition points and in particularities of posts.

Statistics combined with findings from qualitative research highlight that there different trends at play:

1. Fewer disabled people in academia in the first place
2. Many disabled people drop out at different stages
3. Those that do continue are less likely to disclose





Invisible disability in the academy is exhausting, peers & work conditions constantly overlook my needs. They have difficulty grasping fluctuations & often it's easier to just shrug off my needs.





Official prevalence of some needs

Colour blindness

1 in 12 males and in 1 in 200 females with Northern European ancestry

Stammering; stuttering

1% of adult population, up to 5% of children

Deafness; hearing impairment

5% of the world's population

Autism

1% of the population

Dyslexia

between 5% and 10% of the population

Ways forward to solutions vs. quick fixes

Attitudinal changes, raising awareness

Lived experiences

Practical strategies and initiatives
top-down AND bottom-up

Recommendations: Some simple changes

Microphone etiquette

Avoiding black on white and some colour combinations

Allowing moving, eating, quiet room

Allowing gadgets

Make available materials in different formats

Recommendations: Some simple changes

Empathy, understanding, awareness

Allow time

Universal design for learning

Listen to individuals

Max Goodwin in New Amsterdam: How can I help?

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<https://www.uclpress.co.uk/products/123203>

Ableism in Academia provides an interdisciplinary outlook on ableism that is currently missing. Through reporting research data and exploring personal experiences, the contributors theorise and conceptualise what it means to be/work outside the stereotypical norm.

The volume brings together a range of perspectives, including feminism, post-structuralism, crip theory and disability theory, and draws on the width and breadth of a number of related disciplines. Contributors use technicism, leadership, social justice theories and theories of embodiment to raise awareness and increase understanding of the marginalised.

