Disability in the Academy and the Academic Library Profession

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Introduction

The United Nations (UN) guiding principles of the *Convention on the Rights of Persons with Disabilities (UNCRPD)* includes non-discrimination, full participation and inclusion in society (UNCRPD, 2014, para. 9). Unfortunately, many scholars with disabilities are not represented in the academic and library staff in universities. Able-ism conceptualizes the superior human condition connecting people who able bodied to images of radiant health, independence and strength (Mclean, 2011). In contrast, able-ism conceptualizes the inferior human condition connecting people who are disabled to images of poor health, incapacity, dependence and weakness. Post-secondary institutions are one context where ableist notions may persist as these understandings have become institutionalized in the beliefs, language, and practices of non-disabled people. Hegemonic ableism ability preferences related to functioning, and other culturally valued abilities intersect with other hegemonies (Hutcheon & Wolbring, 2012, p. 42). Just as race is considered a social construction of disenfranchisement, disability is considered a social construction of marginalization (Hooks, 1968, as cited in Michalko, & Titchkosky, 2009). Critical disability theory (CDT) originated from critical race theory circulating between the social model of disability and the medical model of disability. It is the spaces between the social constructions and medical constructions occupied by people with disabilities that are explored in this paper (Titchkosky, 2003). Critical disability theory represents people with disabilities on a continuum of human variation having unique voices with complex

experiences requiring self-determination to overcome ableism in a commodified disability business that profits from keeping them in isolation and poverty (Albrecht, 1992, as cited in Rocco, 2011, pp. 7-8). The academy should integrate the principles of CDT in faculty and workplace policies to overcome hegemonic ableism that masquerades as economic efficiency.

Former United States President Franklin Delaney Roosevelt (FDR) sustained severe physical disabilities while leading the country out of the Great Depression of the 1930's (Peterson, 2009). He created social security benefits for the Old-Age, Survivors, and Disability Insurance Federal Program (Peterson, 2009). His wife stated that America is addicted to speed (Peterson, 2009). Many employers see speed as efficiency and disability as a threat to this type of productivity.

Yet, FDR transformed America from economic depression into prosperity through agricultural job development and adult literacy programs from the lamplighter librarians (Peterson, 2009). The lamplighter librarians brought books and literacy resources to FDR's Civilian Conservation Corps (CCC) to teach workers to read. Many lamplighter librarians tutored workers to help them to earn their General Education Diploma (Barnett & Burns, 2012). The aim of this literature review is to demonstrate disability as an authentic form of social capital that can enhance the academic workplace. First, the researcher will be contextualized as a research subject inquiring about disability in the academic workplace. Second, the theoretical framework of critical disability theory will be defined within the context of the social status of people with disabilities. Third, common myths about hiring people with disabilities will be deconstructed. Fourth, research librarians' intersections with students with disabilities and

faculty members with disabilities will be examined. Fifth, lessons from research librarians' interactions with faculty and students with disabilities will provide a conceptual framework to help library students transform from library students with disabilities into working library professionals with disabilities.

Locating Myself within the Context as the Research Subject

As my graduation from the Master of Library and Information Studies draws nearer I am troubled over the prospects of securing employment in a library position where my strengths are valued and my disabilities are reasonably accommodated. People often ask me "Why do you have to use that walker?" which is what I use to go to the grocery store while they might use a car just to go the store across the street. I need my walker to carry my books to school because carrying them in a backpack exacerbates my pain. It also prevents me from falling from the fibroma tumours on my feet which are like walking on golf balls.

My examples reveal how aides for disabilities are often looked upon in a pathological light especially when they are used for invisible disabilities. Even though I have worked in Access Services at the Rutherford Library in the University of Alberta, many classmates caution me when I apply for library assistant positions that involve carrying books. I do not think they understand my capabilities and limitations as a student and a prospective librarian with disabilities. During my job interview for access services, I asked the interviewer if she could show me what she needed me to do in a regular work day, and if I could show her that I could do it. She agreed and I was successful and was hired. These perceptions have spurred me to explore how the social capital of people with disabilities is perceived by students and staff within

universities. Dr. Catherine Frazee is the Professor Emeritus of Ryerson University's comprehensive Disability Studies program. Dr. Frazee states that: "The problem is not that I cannot walk, the problem is that I live in a society that believes that the people who matter in this world do walk" (as cited in Klein, 2011, NFB).

The myths some academic staff may have about people with disabilities need to be challenged. Dr. Tanya Titchkosky emphasized that disability is located in a place of "socia [lly] significant stigmatization" (Goffman, 1963, as cited in Titchkosky, 2003, p. 151) serving as a flashpoint, marking the difference between conflicting cultural maps of disability. Use of traditional cultural maps creates a state of 'between-ness' for disabled people. This state exists between the cultural ideal of 'normalcy' and the lived experience of the marginality of disability (Michalko, & Titchkosky, 2009). People with disabilities need employers to be receptive to the unique experiences they bring to the workplace and the unexpected learning opportunities they provoke. Some of these flashpoints are in the myths some employers and professors may have about people with invisible disabilities which can become more problematic when the invisible disability is a chronic illness such as fibromyalgia or chronic fatigue syndrome where the pain involved is not indicated by inflammation or body deformations (Driedger & Owen, 2008).

Although many university job advertisements and course syllabuses claim to respect all ethnicities, cultures, religions and disabilities, I do not see very many university staff with visible disabilities. Perhaps many of the university staff I encounter have invisible disabilities they chose not to disclose. It is possible that my own misconceptions must be deconstructed to gain a healthier perspective of how disabilities are perceived in the academy. This research study will

set out to explore how the social capital of people with disabilities is valued beyond theory and

practice within universities.

Research Questions

1. What are some of the common themes and experiences of people in the academy who also have disabilities?

2. How do these themes and experiences contribute to my understanding of disability?

3. How do these themes and experiences inform my practice as a future librarian with a disability?

A wealth of information exists on serving patrons with disabilities in libraries; unfortunately,

there is a lack of research in employing library professionals in the academic libraries and

scholars with disabilities in universities. The treatment of students and library professionals with

disabilities is often arbitrary in that employers are allowed to omit a candidate with a disability

by claiming that required accommodations are hardships upon other staff. There is also a wealth

of information on culturally diverse librarians coupled with literature on minority librarians. The

new required textbook Minority *Librarians* for the University of Alberta Library and Information

Studies course on cultural diversity does include any information on librarians with disabilities

and cognitive diversity.

Theoretical Framework

As mentioned earlier, critical disability theory was born out of critical race theory. There

is an essential need to theorize disability as a public issue that is as equally visible as the

diversity of race, class and gender theories in academic discourse communities. Critical

Disability Theory is conceptualized through the six principles of:

1. Disabled people have a unique voice and complex experience.
2. Disability should be viewed as part of a continuum of human variation
3. Disability is socially constructed (Oliver, 1990: 1996, as cited in Rocco, 2011, pp. 7-8).
4. Ableism is invisible.
5. Disabled people have a right to self-determination (Gorman, 2000, as cited in Rocco, 2011, pp. 7-8).
6. The commodification of labor and disability business (the industry that exists to care for people with disabilities such as nursing homes, step down facilities etc.) combine to maintain a system of poverty and isolation among people with disabilities.

(Albrecht, 1992, as cited in Rocco, 2011, pp. 7-8)

The ways in which disabilities are conceptualized by international organizations today is

reflected in the colonial management of the disabled and elderly during natural disasters

(Titchkosky & Aubrecht, 2009, p. 197). In some emergencies with limited rescue resources

people with disabilities are often placed secondary to younger, able bodied people who are

considered neurologically normal and well educated (Titchkosky & Aubrecht, 2009, p. 198).

Evacuating people with disabilities last may make sense, assuming that rescue personnel could

save more lives by focusing on the able-bodied people first. However, just because a practice is

justifiable does not mean it is above investigation. Creative problem-solving can tailor solutions

enabling people with disabilities to evacuate as simultaneously as their able-bodied counterparts,

without compromising the safety of either group. In the litigation case Shirey vs. City of

Alexandria School Board, Cady, a child with a disability, and her mother under Section 504 of

the Rehabilitation Act of 1973, claimed that the School Board failed to implement safe evacuation procedures for children with disabilities (Roberts, 2012, p.158). During the sounding of an unscheduled fire alarm, Cady went to one of the designated   safe rooms for students with disabilities and waited for the designated responsible adult to help her to evacuate (Roberts, 2012, p.157). Unfortunately, the designated responsible adult had evacuated the building with the non-disabled students while the alternate designated responsible adult was still on her way to the safe room, leaving Cady alone (Roberts, 2012, p.158). The court decided "it [was] clear that Cady was not excluded from safe evacuation procedures," as the School Board had designed and implemented evacuation policies for students with disabilities (Roberts, 2012, p.159). The School Board prioritized the evacuation of the non-disabled children over that of the children with disabilities. The visualization of hundreds of able-bodied children playing around the schoolyard as the children with disabilities remained intentionally trapped inside implores researchers to find ethical solutions.

Similarly, Dr. Frazee discusses how 34 elderly patients of St. Rita's Nursing Home in Saint Bernard Parrish, Louisiana drowned during Hurricane Katrina because their staff abandoned them in a panic to save themselves (2009, p. 119). This is also indicated in the Ontario Health Plan for an Influenza Pandemic. This Critical Care Pandemic Triage Protocol guides hospitals in making life-and-death judgments for the "exclusion criteria" for critical care services: The criteria specify that patients will be excluded from admission/transfer to Critical Care if any of a number of conditions are present, including the following:

- Advanced untreatable neuromuscular disease

● Severe and irreversible neurologic event/condition
● Severe cognitive impairment

(Frazee, 2009, p. 122)

This alarms anyone with arthritis, fibromyalgia, post-traumatic stress disorder (PTSD) or any other classified neuromuscular disease or irreversible neurologic mental illness that he/she could be refused critical care treatment in a hospital triage situation. The employment situation in the academy can be seen in a similar triage giving jobs to younger and more physically agile library students. This critical care hospital triage policy defines disabled people as absent citizens reinforcing mechanisms of exclusion, negative public attitudes on disability, and policies (Prince, 2009).

The Edmonton Public Library uses the word "agile" when describing the job requirements for library assistant and librarian jobs in some of their job advertisements. Agile is used ambiguously as this adjective could be referring to agile thinking in terms of thinking on your feet or agile movement with your feet. Applicants with disabilities are left to interpret their intended meaning and demonstrate their agility. Researchers are plagued with the question of what forms of mediation do we have that do not devalue mental and bodily differences? How could mediated alternatives expose the capitalistic interests of the profit-driven vision,

challenging the presumption that the non-disabled version of life is the only life worth living?

(Titchkosky & Aubrecht, 2009, p. 197).

Tanya Titchkosky and Katie Aubrecht examine a colonial system that expects people with disabilities to recognize themselves as a high cost to taxpayers. Titchkosky

and Aubrecht examine the shame imposed upon people with disabilities using the

theoretical framework of Frantz Fanon who, in turn, presents disability as a burdensome

cost of mental health and illness, causing monetary hardships to taxpayers.

Image credit: http://libcom.org/library/i-am-woman-human-
marxist-feminist-critique-intersectionality-theory-eve-mitchell

Abdelhadi, A. (2013). Addressing the Criminalization of Disability from a Disability Justice Framework: Centring The Experiences of Disabled Queer Trans Indigenous and People of Colour. *The Feminist Wire*. Retrieved From: http://www.thefeministwire.com/2013/11/addressing-the-criminalization-of-disability-from-a-disability-justice-framework-centring-the-experiences-of-disabled-queer-trans-indigenous-and-people-of-colour/.

The picture above reveals the intersectionality of discrimination that focus on the deficit model

of disability. Traditionally, most public policy on disability focuses on a person's functional

limitations due to disease, injury, or chronic illness as the cause or a major explanation for

relatively low levels of formal educational attainment, employment, and income. Images of

people with disabilities are often of people who suffer from diseases and are either segregated or

treated as charity cases. Combining anti-colonial principles with a disability studies perspective

enables researchers to focus on the World Health Organization's (WHO) classification of

disability revealing how their methods of organization colonize people with disabilities into

medical categories (Titchkosky & Aubrecht, 2009, p. 179). Disability politics is about choices over whether the priority in policy and practice should relate to body structures and functions, daily activities and social activities, or environmental and cultural factors requiring adaptation and transformation. In order for people with disabilities to be treated as engaged citizens, all levels of government require a new concept of disability to build a bedrock of social justice.

General Observations of Disability and Myths in the Academy and the Workplace

The Alberta Legislation on employing people with disabilities supports employers in claiming that some disability accommodations cause undue monetary or staff hardships (Abbas, 2015). At the same time, the Alberta Legislation claims to respect the dignity and equality of all people with disabilities. Some library staff and academic staff may have misconceptions about employing students with disabilities. The myths some academic staff may have about people with disabilities need to be challenged. For example, the Alberta Government discusses myths employers may have over hiring people with invisible disabilities:

1. Employees with disabilities require expensive specialized equipment
2. Employees with disabilities are frequently absent from work
3. My Worker's Compensation premiums will rise if I hire someone with a disability
4. If they don't work out, I can't discipline or fire them
5. People with disabilities are more likely to have accidents
6. Interviewing disabled people puts me at risk of breaking human rights laws
7. They will always need help
8. Disabled employees are not as productive as non-disabled employees

(Alberta Human Services, 2011, para.11)

Employers may think that employees with disabilities require expensive specialized

equipment. Not everyone with a disability requires specialized equipment and where it is necessary, most job accommodations are simple and inexpensive—more than half cost nothing at all. The most frequent job accommodations are modified duties or hours of work. In fact, 80 per cent of accommodations cost less than $500 according to a survey by the Job Accommodation Network Canada. The Alberta Government's Disability Related Employment Supports (DRES) program can be used to help purchase this equipment (Alberta Human Services, 2011).

Employers may worry that employees with disabilities will be frequently absent from work. Employees with disabilities have the same or better attendance records as other employees according to studies by businesses such as Tim Hortons and Wendy's (Alberta Human Services, 2011, para. 19). Workers with disabilities also tend to stay longer on the job (Alberta Human Services, 2011). A US Chamber of Commerce study revealed that workers with disabilities had an 80 per cent lower turnover rate (Brite, Nunes, & Souza, 2015, as cited in Alberta Human Services, 2011, para.11).

Employers may worry that their Worker's Compensation premiums will rise if they hire someone with a disability. Worker's Compensation rates are based on the hazards of the operation and the organization's accident record—not on how many employees have disabilities (Alberta Human Services, 2011). A study by the US Chamber of Commerce and the National Association of Manufacturers showed that 90 per cent of the 279 companies surveyed reported no effect on insurance costs as a result of hiring workers with disabilities.

Employers may fear that if a disabled employee does not work out, that they cannot

discipline or terminate his/her employment. Employing a person with a disability is the same as

any other worker. Employers must establish clear performance expectations from the start. If an

employee with a disability is unable or unwilling to do the job, the employer can discipline or

terminate his/her employment. There are no special laws that prevent an employer from

disciplining or terminating an employee who is unable or unwilling to do his/her job (Alberta

Human Services, 2011). Alberta's Human Rights Act does require employers to accommodate

the needs of employees with disabilities, but only if those accommodations do not cause undue

hardship to the employer (Abbas, 2015). In many disability and work related cases current legal

protections often favor the employer's economic needs over the employees' disability

accommodation needs (Abbas, 2015). Persons with non-mainstream disabilities are less

protected than other groups seeking equality in attaining accommodations and acceptable

legislative protections (Abbas, 2015).

Employers may worry that employees with disabilities are more prone to accidents. A study

by DuPont found that people with disabilities actually have a lower risk of injury at work. The

US Department of Labor also found through four national studies that people with disabilities

experience fewer disabling injuries than the average employee exposed to the same hazards

(Rethinking Disability in the Private Sector, 2013).

Employers may worry that disabled employees will always need staff members to help them.

People with disabilities are more independent than many people realize. They have learned to

live their lives and complete a myriad of daily tasks despite any challenges they may have. Employers should have a candid discussion with their potential employees about the job requirements and if they would like or need any assistance to complete them.

Employers may feel that interviewing someone with a disability makes them highly liable in breaking human rights laws. Interviewing someone with a disability isn't any different than interviewing anyone else. Employers can focus on the requirements of the job and their ability to do the job. Employers should describe the job and ask candidates if they are able to complete all of the required tasks. Job candidates may tell the employer that they are unable to perform some of the tasks or require some sort of accommodation or equipment, and employers have a right to apply for a subsidy to provide these accommodations.

Employers may feel that employees with disabilities are not as productive or don't work as hard as employees without disabilities. A Louis Harris and Associates survey of 920 American employers revealed that employees with disabilities have about the same productivity levels as employees without disabilities. Some 90 per cent were rated as average or above average in performance of job duties (Alberta Human Services, 2011). Nearly 80 per cent of the managers also said that their employees with a disability work as hard as or harder than their employees without a disability (Alberta Human Services, 2011). This reveals how employers' perceptions of undue monetary and staffing hardships are not valid.

Examining Libraries and Librarians' Intersections with Disabilities

On a professional librarians' blog on the Linked-In Network Elizabeth A. Greenfield, J.D., M.L.I.S asked how disabled librarians might market themselves to be competitive in the librarian job market (Barlow, 1995, para. 9). This generated an interesting discussion on librarians with disabilities in the job market. Some librarians did not understand how a disability could play any role in marketing one's self as a librarian. Other librarians did not see any reason for a librarian to mention that she/ he has a disability unless special accommodations were needed for mobility. Reverend Pius Murray considered Greenfield's inquiry an old question and wondered if library professionals are interested in improving libraries by supporting disability culture and moving away from pity-based disability representation.

Eugene Owens believed that the subject of disabilities could come up in responding to interest in diversity candidates as stated in many position advertisements (Barlow, 1995, para. 11). He also shared that when he was applying for college in the mid-90, he was a successful applicant to all colleges to which he applied. He credits this to the essay he wrote on the requested topic of "How would I contribute to a multicultural environment?" This reveals how he sees the intersections between cultural diversity, neuro-diversity, disability diversity and ableism.

Many library job advertisements include specific requirements about being able to lift 40 lbs. Jennifer Roberts faced a similar problem with weight and standing requirements. In a phone interview she was asked if she could handle the physical requirements of the position. She

answered that she did not know and would need reasonable accommodation. Greenfield feels

that it will be interesting to observe the hiring process for librarians with disabilities who are new

to the profession and have a disability that must be disclosed. It would benefit research on how

disability is treated in the library profession to observe the hiring process for librarians with

disabilities in the academy.

However, the question remains, are librarians required to disclose that they have an

invisible disability in a job interview? If librarians have a visible disability, are they required to

identify what their disability is, if they are not requesting any accommodations from the

employer? Emily Weak's blog on Hiring Librarians: an inside look on librarian hiring posted

Terry Lawler's responses to these questions. Lawler is an assistant manager and children's

librarian at Palo Verde Branch Phoenix Public Library. Lawler states that:

> I would always hire the person I thought could best do the job, had the best qualifications AND would be a good fit for our staff, regardless of other issues like spectrum disorders or disabilities. There are very strict laws regarding ADA and what one is allowed and not allowed when hiring. Of course, I would follow any law to the letter and I can't recommend that someone disclose any disability. As a hiring supervisor, I would not feel that mentioning an issue or disability is strange or inappropriate or manipulative behaviour.

(Weak, 2012, para. 15)

The following table reveals risks and benefits of disclosing a disability:

Risks of Disclosing	Benefits of Disclosing
You may not be hired	Employer may be recruiting for diversity
You may be labelled	The employer may value your openness
You may give up your privacy	The employer can provide accommodations

	If you disclose
You may face discrimination, subtle or direct	Discrimination can be counteracted by positive work ethics, abilities & success. You could be an ambassador for people with disabilities.
You may face envy or resentment from co-workers if you ask for special treatment	Your openness can create understanding among your co-workers
You may face anger from employer who finds out about disability later and feels mislead.	Your openness and cooperation may create a win-win situation so you and your employer get needs met.

Alberta Learning Information Service. TIP Sheet Talking About Invisible Disabilities. *Alberta Government.* Retrieved From: https://alis.alberta.ca/ep/eps/tips/tips.html?EK=7371.

Accommodations are changes to the workplace or the way a job is performed to meet the needs of the employee with a disability. For example, an employee with a non-visible disability may require flexible hours while an employee with mobility problems may require assistive devices (Alberta Human Services, 2011). Although these seem like straight-forward questions, the feelings of angst many people with disabilities experience is often unseen and unspoken requiring a more in-depth investigation of how ableism is experienced in post-secondary institutions.

A Conceptual Framework of Our Lessons Learned

Ableism is discrimination on the grounds that being able bodied is the normal and superior human condition (Mclean, 2011). In contrast, being "disabled" is linked to ill health, incapacity, and dependence. These understandings become institutionalized in the beliefs, language, and practices of non-disabled people and create barriers to equitable social participation for many disabled people. Able-bodied people are often unaware of the

constraining impact of disability. For that reason, they are likely to assume that the

circumstances of their able-bodied world are universal (Komesaroff & McLean, 2006, as cited in

Mclean, 2011). Post-secondary institutions are one context where ableist notions may persist as

these understandings have become institutionalized in the beliefs, language, and practices of

non-disabled people. The fact that most teachers and learners currently are able-bodied

individuals may also complicate and obscure ableist prejudice. Dr. Margaret McLean (2011)

argues that the potential of contact and relationship of able-bodied people with disabled people

can help adult learners to identify, confront, and change ableist views of disability.

The ways in which postsecondary students with disabilities make meaning of their

learning experiences was explored with eight university students from Calgary Alberta, who

openly shared their disabilities. Findings demonstrated a continuous need for critical examination

of higher education policy and its capacity to address differences in ability. Through careful

analysis of their stories five themes were identified:

1. hegemonic voice
2. voice of the body
3. voice of silence
4. voice of assertion
5. voice of change

(Hutcheon & Wolbring, 2012, p. 43)

These themes were explored within a body-social-self framework as indicated in figure 1:
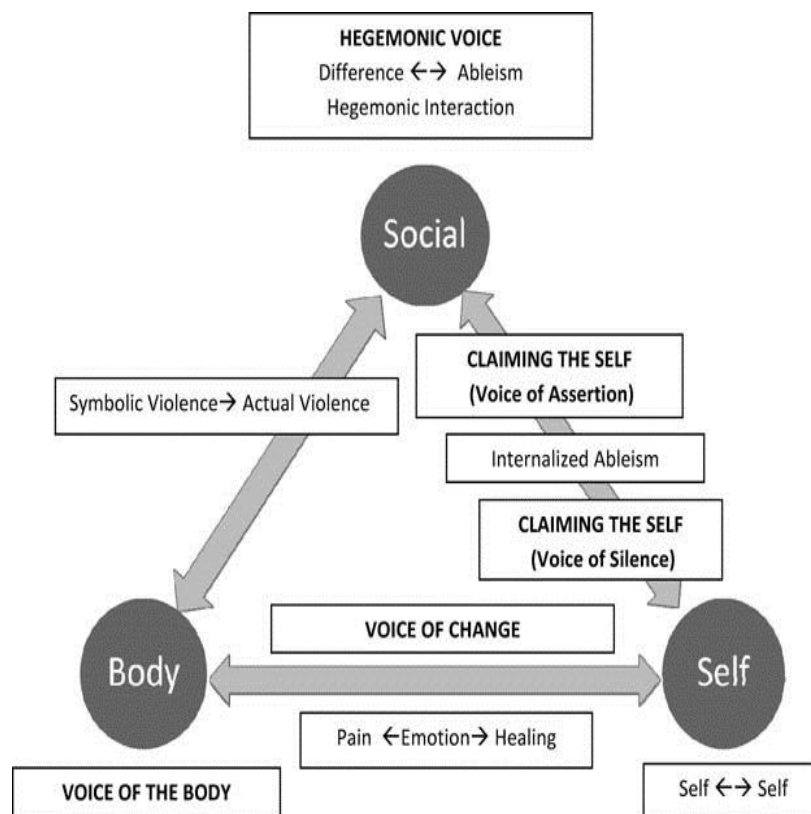
HEGEMONIC VOICE
Difference ←→ Ableism
Hegemonic Interaction

Social

CLAIMING THE SELF
(Voice of Assertion)

Symbolic Violence→ Actual Violence

Internalized Ableism

CLAIMING THE SELF
(Voice of Silence)

VOICE OF CHANGE

Body   Self

Pain ←Emotion→ Healing

VOICE OF THE BODY   Self ←→ Self

Figure 1. Emergent themes and sensitizing concepts within body-social-self framework. Hutcheon, E. J., & Wolbring, G. (2012). Voices of "Disabled" Post-Secondary Students: Examining Higher Education "Disability" Policy Using an Ableism Lens. *Journal Of Diversity In Higher Education*, *5*(1), p. 42.

Hegemonic Voice

Hegemonic ableism consists of ability preferences based on socially accepted images of

non-disabled people. These images reject disabled differences by defining the best lifestyle to be

that of non-disabled people (Hutcheon, & Wolbring, 2012, p. 42). Hegemonic ableism places

expectations of mobility, and other culturally valued abilities to be job requirements that are not

task-related. These expectations often correspond with other hegemonies. Ideologies that are

often taken-for-granted were impactful hegemonies upon participants' lives, social interactions,

and self-concept. These meaning-structures were apparent in participants' understanding of

ability and bodily preference, which often took the form of their acknowledgment of

socio-cultural rejection of difference. Participant 006 states:

> Well, I think having a headrest indicates that the impairment is higher. If you need a
> headrest, there are some problems with your neck. And for some reason I associate
> mental disabilities with that as well. I don't want others to make that connection.

> (Hutcheon & Wolbring, 2012, p. 43)

These responses reveal how physical disabilities are also mistaken as cognitive and intellectual

disabilities lowering potential employers' view of candidates' mental abilities and professor's

view of students' academic abilities.

The Voices of the Body

Participants' bodies occupied an important role in their lives. This included situations where pain

and functioning were of critical importance as participant 004 states:

> But those [attitudinal, ecological] adversities become less. The ones that remain very real
> are the health issues and the serious complications that I have to face with respect to my

body and its needs and that can be . . . limiting and challenging.

(Hutcheon & Wolbring, 2012, p. 44)

Emotions and bodies were also intimately connected regardless of functioning. For example, participant 004, who experiences severe stuttering, noted the intimate connection between his body and the emotions he experienced. In his case, memories of emotional pain led to feelings of physical pain as he states: "I don't try to hide [emotional pain] or push it aside, I just take it; it's more a physical feeling. . . . [L]ike I would remember what hurt me and I would get like this shooting pain" (Hutcheon & Wolbring, 2012, p. 44).

The Voice of Assertion and the Voice of Silence

The voice of silence is reflected in the fact that many university students with disabilities are absent citizens owing to the inaccessibility of some university programs and their absence on student councils (Prince, 2009). Participants claimed their self (negotiated instances of vulnerability) in two primary ways. In the first, they engaged in acts of assertion—they asserted their functional and experiential uniqueness; they "made it their own" (personalizing a wheelchair, for example); they integrated it into their sense of self; and they saw it as enhancing their existing skills or proficiencies. This was demonstrated by Participant 005's description of his experience with bipolar disorder, as he states:

"I feel like I'm mad out of my mind. It gives me a sense of identity, a sense of uniqueness,

among others. The fact that I am probably crazy is motivating because it's not what's 'normal.' Because normal for me is . . . being the same. And I don't believe that we should try to be the same".

(Hutcheon & Wolbring, 2012, p. 45)

This participants' appreciation for neuro-diversity can enhance the academic workplace through promoting collaboration with diverse staff and co-workers. Of particular interest were the ways in which some participants "used ableism" (exploited this hegemony, or re-appropriated meaning). Participant 008 explicated this most clearly, in his questioning of some of the assumptions behind ability preference as he states:

[I]f they don't convey the confidence, and then are they really going to get hired? I think that ability to demonstrate value, to demonstrate confidence, just anything that you might have that is valuable, whether it's academicability, charm, the more that you have, the easier it is for your voice to be heard.

(Hutcheon & Wolbring, 2012, p. 46)

While the above quote is true, it is difficult for people with disabilities to share their strengths in academic institutions that focus more on the needs of the able-bodied population. In order to recognize the social capital of students and faculty with disabilities, policies must provide them with a platform to amplify their voices in the academy. These comments urge academic administrators to employ students with disabilities to improve inclusion for people with disabilities as academic and library professionals. This de-stigmatizes disability and improves academic programs and libraries as places of inclusion where people with disabilities can participate fully in universities as active citizens. As a social group Canadian students with

disabilities are absent citizens on student councils and graduate student associations (Prince, 2009). Compared to students without disabilities, students with disabilities experience significant cultural, material, and political disadvantages. This is evident in higher rates of poverty and unemployment, and inaccessible built environments in universities and other academic institutions (Prince, 2009).

Voice of Change

Participants spoke about change in several different capacities (changes in relationships, changes in self-perception over the life span, changes in perception within a given situation, or potential changes in our understandings of disability). When asked if they wished for change in disability policy at their post-secondary institution, several participants voiced a need for change. Participant 001 reflected on his experiences with disability services as he states: [The university has] disability services, where everyone with a "disability" writes exams. I hope people I know don't see me in here" (Hutcheon, & Wolbring, 2012, p. 47). A way to help students with disabilities see their services in a more positive lens is to reframe what they call disability services. For example, the University of Alberta, Office of Services for Students with Disabilities was renamed Student Accessibility Services. All but one of the participants in this study revealed feelings of uneasiness over coping with their disabilities in the university environment. This reveals a need for universities to empower people with disabilities with positive engagement. Students with disabilities must confront persistent barriers to participation in politics, education, and the academic labour market (Prince, 2009).

Research Librarians' intersections with Staff and Students with disabilities Examined in an

Adapted Conceptual Framework

 The emergent themes and sensitizing concepts within the body-social-self framework from figure one have been adapted to challenge the hegemonic voice through vocalizing the voice of silence and the voice of the mind (Hutcheon, & Wolbring, 2012). This empowers the voice of the soul which catalyzes the voices of change within the voices of diverse communities.

HEGEMONIC VOICE
Difference ⟷ Ableism
Hegemonic Interaction

Social

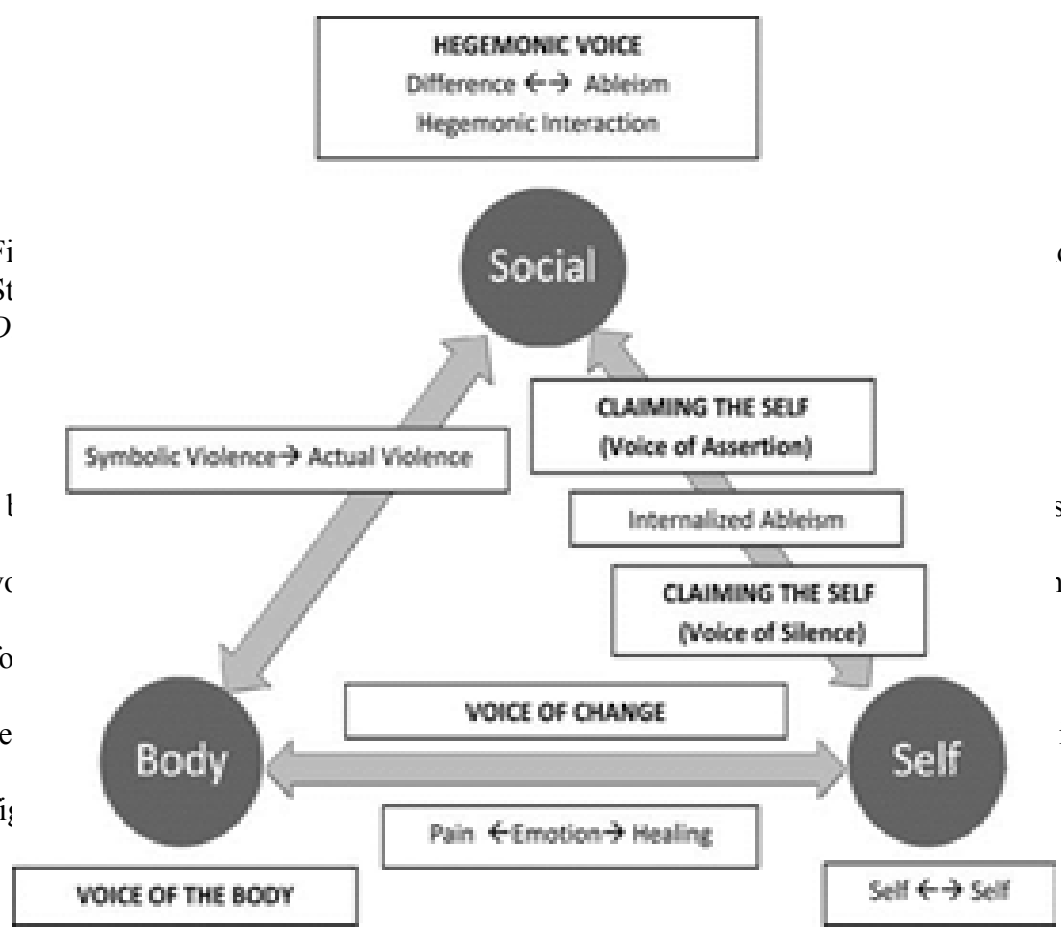Fi   dary
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Symbolic Violence→ Actual Violence

CLAIMING THE SELF
(Voice of Assertion)

Internalized Ableism

CLAIMING THE SELF
(Voice of Silence)

VOICE OF CHANGE

I l   sm are the

vc   1gthens the

fo   the emotions

re   indicated in

fi

Body

Self

Pain ←Emotion→ Healing

VOICE OF THE BODY

Self ⟷ Self

Figure 2: Adapted conceptual framework of Hutcheon, E. J., & Wolbring, G. (2012). Voices of "Disabled" Post Secondary Students: Examining Higher Education "Disability" Policy Using an Ableism Lens. *Journal Of Diversity In Higher Education*, 5(1), p. 42.

I must expend my voice of my soul to inspire the people deemed expendable by society to express the voices of their souls. My hope is that this research strengthens their voices on the academic platform at the Canadian Association of Professional Academic Librarians 2016 Conference at the Congress of the Arts and Humanities. Postsecondary students with disabilities, who are aware of their needs, are the most relevant voices for informing others (non-disabled students and faculty) on what inclusive accessibility means (Titchkosky, 2003, p.232). Postsecondary students with disabilities should be involved in initiatives that include revising processes of reasonable accommodation, raising awareness, changes in delivery of curriculum content, legitimizing different ways of learning, and changing the language of policy. The voice of the soul and the voice of change cries out to universities to change the process of academic instruction and employment reflected in Barnes (1999) claim that:

The current presentation of 'disability' in universities fosters the notion that disability is an

individual or a family 'problem'; that the 'disabled voice' is absent from the curriculum; that

disabled people are objectified as a result; that there is a lack of critical analysis, and that this is

due to the absence of disabled scholars and researchers within universities

(p. 567, as cited in Hutcheon &Wolbring, 2012 p. 48).

The potential of contact and relationship of able-bodied people with disabled people can lead

adult learners to begin to identify, confront, and change ableist views of disability. Concepts of

"normal" and "typical" can be deconstructed to challenge able-ism through including the voices

of students and employees with disabilities in the curriculum through living libraries and

university disability associations. This deconstruction can be utilized to improve practicum and

employment experiences of students with disabilities in universities. Policymakers, educators,

and students, both disabled and nondisabled need to critically examine their own assumptions

regarding the inclusion of people with differences and disabilities.

Policymakers working in disability services may engage in this analysis within existing

initiatives on a reactive level after a problem has occurred with a students' grades or an

employee's performance appraisal. This can have a devastating impact on their self-esteem and self-concept. Proactive strategies are required to meet the accessibility needs of students through reasonable accommodations or work modifications, alternative evaluation procedures, and access to adaptive technologies (Kraus, 2008, as cited in Hutcheon & Wolbring, 2012, p. 47). Raising the awareness of professors and employers in the academy through informing them of the diverse learning needs of students with disabilities reflects the voice of change. The voice of change can echo through blogs, newsletters, and presentations created and run by both students and staff in diversity services.

Lessons Concluded for Future Implications in the Academic Libraries and Universities

Current postsecondary services for students with disabilities may meet immediate physical accessibility needs without providing them with a media platform for expression, social outlets, or student groups to encourage them to embrace their diverse identities and strengths (Kraus, 2008, as cited in Hutcheon & Wolbring, 2012 p. 48). This reflects Dr. Tanya Titchkosky's claim that:

Disability is an indirect spectacle of the power of normalcy. How many researchers are searching for an alternative representation of disability, and how many are stuck in a freak-show mentality? What version of disability are university hiring committees supporting, funding, publishing, training and hiring? The answers require alternative representations of disability currently being employed.

(2003, p. 153)

The responsibility of an inclusive disability framework requires all students and faculty members

to view people with disabilities as the most relevant teachers of "human alterity" within a society

accustomed to maintaining a hegemonic conception of normalcy as the superior lifestyle and set

of mores (Titchkosky, 2003, p. 223). Efforts to integrate the multiple conceptualizations of

disability that many students may identify with can challenge the prejudices against diversity.

Multiple conceptualizations of disability can provide spaces for students and faculty to embrace

the diverse strengths of people with disabilities through integrating their expertise in educational

and employment policies. Students, staff, and policymakers should act collaboratively to design

course material which integrates a diversity-conscious campus. The voice of the soul challenges

the able-ism lens in constructing policy language and implementation calling for changes in

current university initiatives, accommodations, awareness, and changes in curriculum and

employment policies. The language of policy which addresses the needs of the ability-diverse

population should be changed to reflect inclusive strategies. The voice of change can reverberate

through websites, campus radio shows, and workshop initiatives created and run by students and

staff with disabilities. Ensuring that faculty and students with disabilities become the teachers of disability studies amplifies voices for change.

Critical Analysis

The hegemonic voice of ableism must be challenged by people with disabilities through amplifying their voices of their bodies, their voices of their silences, their voices of their assertions and their voices of change. The voices of their silenced bodies need to be heard in the mainstream media through acknowledging the strengths of people with disabilities. Advances in medical science have resulted in people living longer and making up a larger elderly population of people who will experience some form of disability (Kinsinger, 2009). As the workforce ages, older workers may continue employment past an age of previous physical agility and they may have disabilities related to aging (Kinsinger, 2009). This makes the disability struggle for inclusion and accessibility more expedient.

Although, Franklin Roosevelt's (FDR) plight with polio was not kept secret, the

disabling impact that polio had on his body was hidden from the public with leg braces, ramps and people to assist him with walking in public (Peterson, 2009). Today, society must recognize FDR's disability as an asset in his presidency that restored economic prosperity in the U.S. after the Great Depression. Employers who recognize disability as an asset in the humanity of their workforce will realize the potential strengths employees with disabilities can use to enhance the workplace. For example, my employer noticed that my body mechanics in lifting books was much better than my able-bodied co-workers. The economy of exerting my back carefully to prevent a fall requires me to bend my knees while lifting three or five books instead of bending my back to lift 10 books. Therefore, my careful cautious body mechanics can serve as a role model to my co-workers to prevent workplace injuries. Economizing on the exertion and stress of employees' bodies and energy preserves their health and the health of their workplace morale.

Disability is a multi-dimensional set of differential life experiences ignored or responded to in various imperfect ways in particular contexts (Michalko, & Titchkosky, 2009). Disability is an essential part of human diversity and the human condition (Titchkosky & Aubrecht, 2009). The problem is not the disability; instead the problem is an inaccessible environment that excludes people with disabilities.

Everyday language, terminology in legislation, and the conceptual underpinnings of public policy receive considerable attention by disability advocates, their organizations, and government decision makers (Titchkosky, 2007). For example,

disability offices issue guidelines to educate the public and media on the use of terms about people with disabilities that are respectful and descriptive. Historically, provincial laws contained such terms as 'idiot' and 'moron' to describe people with mental health conditions (Titchkosky, 2007). However, law reforms can modernize language as well as legislation of concern to Canadians with disabilities. Librarians can facilitate these changes through inclusive subject headings and classification systems that define disability through culturally sensitive language.

Disability is a mosaic of diverse qualities shared with people who perceive disability differently. Diversity in disability is represented in Bonnie Sherr Klein's production of Shameless: The ART of Disability. Shameless is a thought-provoking, eye-opening film that is comparable to Yoko Ono's conceptual art which is designed to make some viewers feel uncomfortable yet presents inclusive, refreshing and diverse critiques on disability. This concern deserves the counter narrative of Geoff McMurchy's critique on disability is: "Piss on Pity!" (Klein, 2007). Geoff McMurchy is choreographer, artistic director of Vancouver's 2004 KickstART disabilities arts festival and quadriplegic.

Unfortunately, the WHO constructs disability as a problem to solve and uses this construction to organize and control disabled populations of "problem people" (Titchkosky & Aubrecht, 2009, p. 179). The WHO perceives disability as a need for more globalization and capitalist development as Titchkoksy and Aubrecht state that:

From a disability studies perspective, it is crucial to uncover the social and

political consequences of defining disability as a biological asocial problem
that causes social problems such as unemployment, poverty, and restrictive social and
emotional environments. Disability is constructed as nothing but a problem and is used to
organize and control populations of problem people.

(2009, p. 181)

The WHO's international networks of professional care-givers share a common

understanding of the disabled as a detriment to national development. Disability represents "a

move backwards, a deterioration of the status quo, and as such, must be contained and

controlled" (Titchkosky & Aubrecht, 2009, p. 194). A review of the literature reveals that it is

not disability that is backwards, but the inaccessible environments, non-inclusive employment

policies and attitudes that are backwards in recognizing the social capital that people with

disabilities bring to academic workplaces.

Conclusion/Implications for Future Research

Access to a basic level of income is a problem for over two million Canadians with

disabilities. This reflects their exclusion from the professional workforce (Canada 2006;

Statistics Canada 2002, 2007, as cited in Driedger, & Owen, 2008). Current evacuation

procedures at some Canadian universities denies people with disabilities the right to egress

during emergencies and denies them access to fire department services and emergency medical

personnel. The denial of fair, equal egress forces people with disabilities to wait in stairwells and

safe rooms, while the able-bodied exit the building (Roberts, 2006). Traditionally, elevators are

recalled and released to emergency personnel during emergencies, causing people to evacuate down the stairs. However, disability advocates and evacuation flow model experts have proposed and implemented the use of elevators as a means to evacuate people with disabilities. As a consequence, most persons with disabilities in Canada do not experience full substantive citizenship in academic institutions (Kinsinger, 2009). As a result of this exclusion the following recommendations for future research in disability studies are implicated:

1. Scholars with disabilities require political representation and community engagement that involves them in university student service groups, advocacy coalitions, and scholastic associations.

2. Scholars with disabilities can educate the public to understand the social oppression of people with disabilities hidden in policies.

3. Advancing the inclusion of citizens with disabilities must become a priority of social science research in order to treat disability as a valuable dimension in Canadian society.

4. The Canadian policies governing the distribution of social inclusions and exclusions in health, emergency services, education and employment equity for people with disabilities should be publicly unveiled and re-evaluated.

5. People with disabilities would work closely with building owners and emergency personnel to create evacuation plans tailored to disabilities and emergency needs of individuals involving building adaptations for evacuations. Emergency elevator keys given to people with disabilities (Roberts, 2006).

These are basic human rights recommendations that emerged out of this literature review that are also in accordance with the United Nations (UN) guiding principles of the Convention on the Rights of Persons with Disabilities (UNCRPD, 2014). In comprehending the uncertain status of persons with disabilities in academic institutions the economic efficiency model based on speed and productivity must be re-conceptualized to provide an inclusive employment future for people with disabilities. As the population ages, many people will experience a disability at some point in their lives which makes the political struggles for recognition, representation and re-evaluation of accessibility to enable active citizenship in the academy and professional workplaces more urgent. The common thread in carefully considering the role of disability in the academy and the library profession is re-defining the philosophy of inclusion when employing people with disabilities. A review of the literature reveals the above recommendations as re-occurring concerns regarding disability policies and attitudes towards disabilities in universities (Michalko, & Titchkosky, 2009). Many Canadians with disabilities are waiting for "justice to flow down like water and righteousness like a mighty stream" (King, 1963, as cited in Asselin, 2014, p. 11). Library professionals can light the way to the "promised land" through inclusive education and hiring policies in universities that illuminate the strengths of people with disabilities (King, 1963, as cited in Asselin, 2014, p. 9).

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