



UNIVERSITY OF ALBERTA
SCHOOL OF LIBRARY AND
INFORMATION STUDIES

Un-silencing Disability in the Academy and the Academic Library Profession

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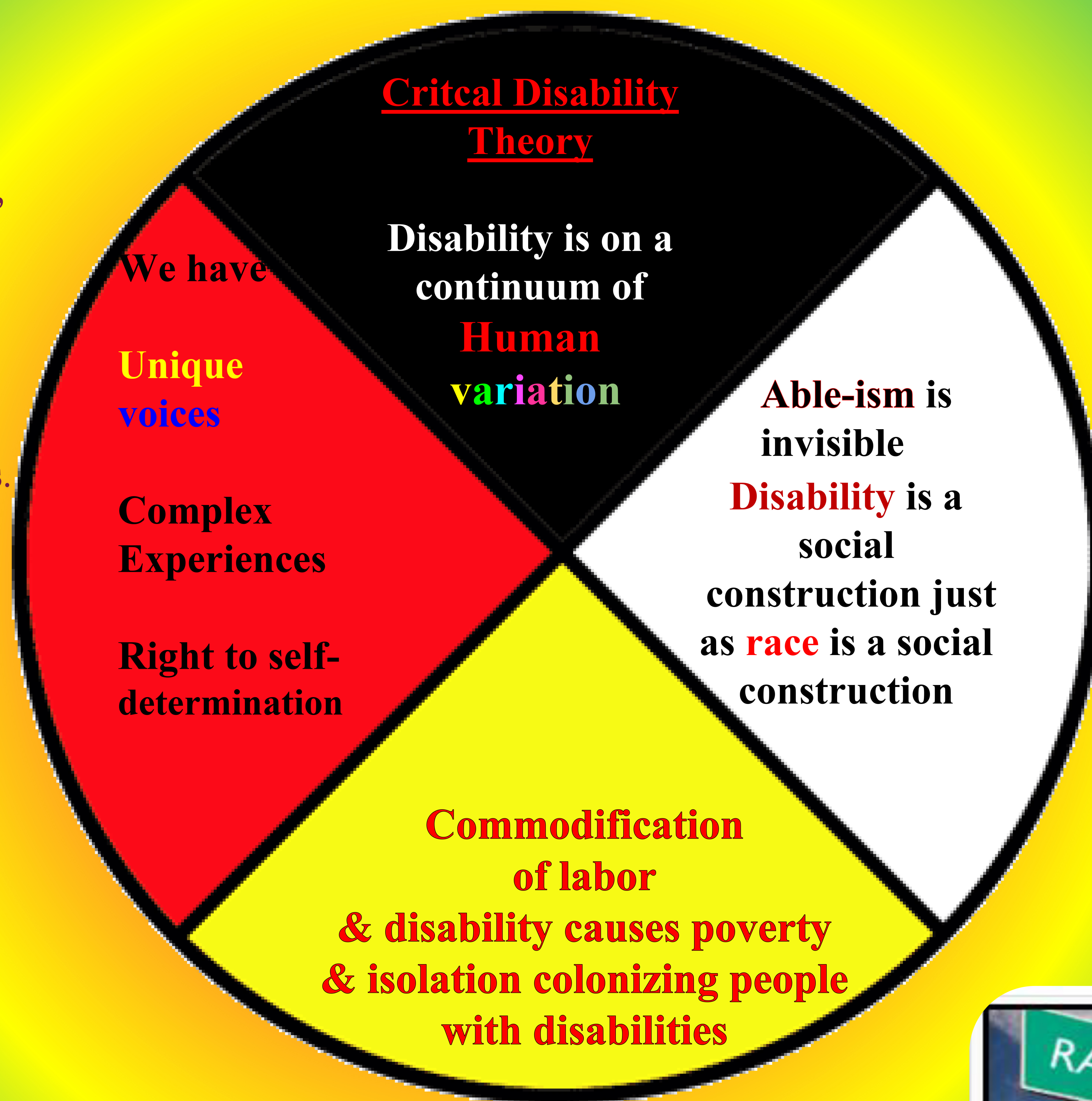
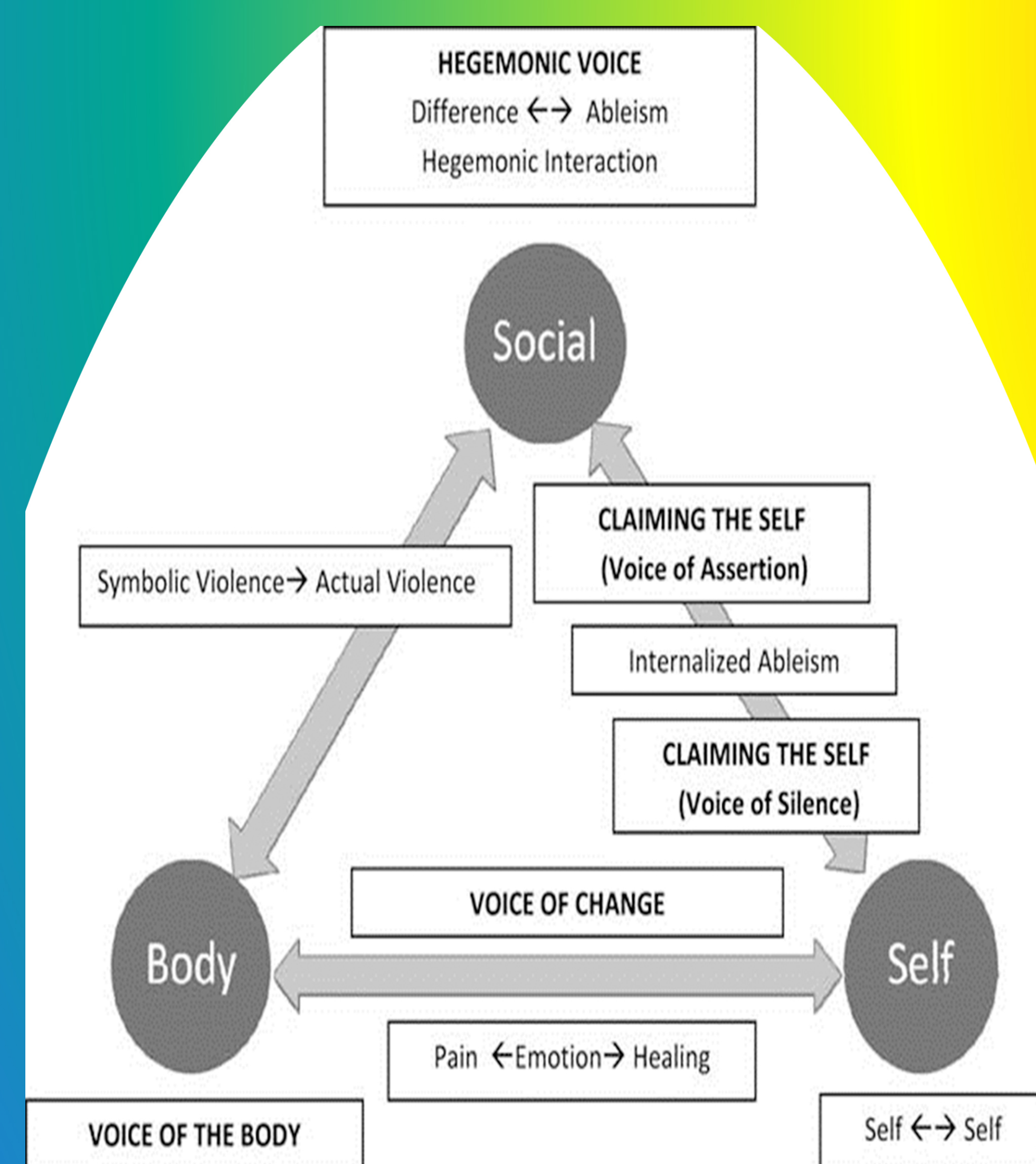
Research Answer

It is **not disability** that is **backwards**, but the **inaccessible environments**, **non-inclusive employment policies & attitudes** that are **backwards in recognizing the social capital that people with disabilities bring to academic workplaces**.

Canadian policies governing social inclusions and exclusions in **health**, **emergency services**, **education** and **employment** equity for people with disabilities should be publicly **re-evaluated**.

As the population **ages**, people may experience a disability making the need for **recognition, & re-evaluation** of **accessibility** for active citizenship more **urgent!**

Challenge hegemonic ableism by listening to people with disabilities' voices for change reverberate through campus radio, policies, websites & workshops. Librarians can help define disability through inclusively sensitive subject headings and classification systems.



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 help me understand disability and inform my practice as a librarian with a disability?

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

(Titchkosky, 2003, p. 232).



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