

Trauma and Academic Ableism in LIS Programs

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Introduction

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Bad Institutional Resources

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Constant Advocacy and Performative Disability

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“...having a genuine vocation for something means being compelled by and dedicated to the activity’s worldly value combined with a willingness to navigate and withstand often miserable conditions or rewards for pursuing it.”

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“This individualization of imposter syndrome lets the wider systems and structures that lead people to feel that they don’t have a place within academia off the hook.”

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“public universities must be
consummately dedicated to educating and
including in their research ranks those
historically excluded by virtue of caste,
class, religion, region, race, ethnicity,
gender, and body.”

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Five Possible Solutions

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“When [professors] assume the presence of core skills rather than teaching and supporting [students], [they] reinforce inequity and disadvantage.”

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“learning how to live effectively
as a **person with disabilities**, not
just living as a disabled person
trying to become non-disabled.”

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“It should be [the disability resources center], not your supervisor with whom you discuss your access and accommodation needs. You should not disclose to your supervisors your medical diagnosis, but rather focus on the accommodations you require to carry out workplace expectations. And, especially, *your supervisors should not be deciding whether or not to grant you accommodations for your disabilities.*”

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Conclusion

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“Being a part of a community means **you have a responsibility** to it and to help shape it.”

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