Ableism in Academia

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Nicole Brown is a Lecturer in Education and Academic Head of Learning and Teaching at the UCL Institute of Education and Director of Social Research & Practice and Education Ltd. Nicole gained her PhD in Sociology at the University of Kent for her research into the construction of academic identity under the influence of fibromyalgia. She has edited Lived Experiences of Ableism in Academia: Strategies for Inclusion in Higher Education for Policy Press, co-authored Embodied Inquiry: Research Methods for Bloomsbury and is currently authoring How to Make the Most of Your Research Journal for Policy Press. Nicole’s research interests relate to physical and material representations and metaphors, the generation of knowledge and, more generally, research methods and approaches to explore identity and body work, as well as to advance learning and teaching within higher education. She tweets as @ncjbrown, @FibroIdentity and @AbleismAcademia.

Jennifer Leigh is a Senior Lecturer at the Centre for the Study of Higher Education, University of Kent. Jennifer joined the Centre for the Study of Higher Education full-time in 2013. She initially trained as a chemist and a somatic movement therapist before completing her doctorate in education, and is a founder member of WISC (an international network for Women in Supramolecular Chemistry). She is a Senior Fellow of the Higher Education Academy, teaches on postgraduate programmes in higher education and works closely with the Graduate School at Kent. She is the editor of Conversations on Embodiment across Higher Education (2018) for Routledge, co-authored Embodied Inquiry: Research Methods for Bloomsbury, and her next book for Bristol University Press will explore the boundaries of qualitative research with art, education
and therapy. Her research interests include embodiment, phenomenological and creative research methods, academic practice, academic development and ableism, as well as aspects of teaching and learning in higher education. She tweets as @drschniff and @SupraChem.

Alice Andrews is a Lecturer in Visual Cultures at Goldsmiths University. Alice’s current research examines an embodied relationship to illness as it is informed by (bio)technology, biopolitical control and narrative fictions of the self in art and science. The focus of this research is the figure of autoimmunity – both as illness and as this term supplements the deconstructive oeuvre of Jacques Derrida – and the implications of this thought for an ethics of risk within contemporary discourses of life. This research crosses the disciplinary boundaries of art (feminism, systems, animals), science (biology, technology, systems theory and sociology), literature (science fiction and autobiography) and political ethics (biopolitics, futurity and the terroristic).

Fiona Kumari Campbell FRSA is Professor of Disability and Ableism Studies in the University of Dundee’s School of Education and Social Work. She is an Adjunct Professor in Disability Studies, Faculty of Medicine, University of Kelaniya, Sri Lanka, and a disabled BAME person. She writes about Global South theory, disability studies, ableism, disability in Sri Lanka and dis/technology and is a world leader in scholarship around studies in ableism. Following the publication of Contours of Ableism: The Production of Disability and Abledness (2009) she is working on two books: #Ableism: An Interdisciplinary Introduction to Studies in Ableism; and Textures of Ableism: Disability.

Carla Finesilver is a Lecturer in Mathematics Education at King’s College London. She works mainly in the areas of mathematics education and inclusion, with a particular focus on making education more accessible and inclusive for disabled and disadvantaged learners. Her research has included using multimodal qualitative methods to study the creative and diverse representational strategies and reasoning of those who have struggled with school mathematics taught in ‘standard’ or ‘traditional’ ways. She lectures and supervises research on various postgraduate programmes.

Claudia Gillberg is a researcher at the Swedish National Centre for Lifelong Learning (ENCELL), Jönköping University. Claudia has higher education teaching experience at all levels and has managed teacher
education programmes and developed new modules focusing on collaborative learning in the field of professional development. In recent years she has increasingly focused on issues of access and parity of participation for ill and disabled children and adults. She has been vocal about the necessity for feminist methods of inquiry in healthcare, especially for chronically ill patients. Despite her own severe disability, she has remained affiliated with ENCELL, and is a Fellow at the Centre for Welfare Reform in the UK.

Elisabeth Griffiths is an Associate Professor at Northumbria School of Law, Northumbria University. Elisabeth is a solicitor (now non-practising) and specialises in employment law and discrimination law. She has worked in academia for over twenty years, teaching undergraduate and postgraduate students. Elisabeth’s research interests are in equality, diversity, discrimination law and disability legal studies. She is using her research in disability legal studies as part of her professional doctorate in law, which is on the lived experience of disability and the law and its impact on student identity in transition to graduate employment.

Divya Jindal-Snape is Professor of Education, Inclusion and Life Transitions at the University of Dundee. Divya gained her undergraduate and master’s qualifications in India. She taught in an all-through school and worked as a Lecturer in Education for a few years before moving to Japan to do a PhD at the University of Tsukuba. After living in Japan for nearly five and a half years, enjoying research and teaching, she moved to Dundee. Her research interests lie in the field of inclusion, and educational and life transitions. A significant proportion of her work has been with children and young people with additional support needs, especially visual impairment, autism, learning difficulties, emotional and behavioural needs, and complex life-limiting conditions. Her research has led to the creation of educational resources to enhance inclusion and facilitate transitions through drama (inspired by Augusto Boal’s Theatre of the Oppressed), stories, games and other creative art forms.

Nicola Martin is a Professor in the Law and Social Sciences School at London South Bank University. Nicola is a National Teaching Fellow, a Fellow of the RSA and a Visiting Fellow at the University of Cambridge and Sheffield Hallam University. Nicola is a disabled leader from a critical disability studies background. As well as working in academia and research, Nicola has led professional services departments, which focus on the equalities agenda, in three UK universities. She played a
leading part in the development of the National Association of Disability Practitioners (NADP) and is an editor of the *Journal of Inclusive Practice in Further and Higher Education*.

**Francesca Peruzzo** has completed her doctoral studies at the UCL Institute of Education in the Department of Education, Practice and Society. Francesca also holds two degrees in sociology of education and disability studies. She is Associate Teaching Fellow of the Higher Education Academy and a former disabled student assistant. Francesca's interests lie in approaches to disability policies and inclusive practices in higher education. Her doctoral research merges a sociological perspective and Foucauldian tools to challenge ableism in Italian higher education, investigating the production of disability discourses, practices and subjectivities in the Italian university, and their implications for inclusive policies and practices and equity in opportunities in academic contexts.

**Jennifer A. Rode** is a Senior Lecturer at UCL's Knowledge Lab. Jennifer's research lies in the areas of human–computer interaction and ubiquitous computing. Her work examines the values of users and designers, and how those values influence the user-centred design process. She looks reflexively at the design process to see how our implicit biases and practices shape the artefacts we design, especially as we reconcile the values of designers and users. Jennifer uses a multi-disciplinary theoretical approach that draws from anthropology, gender studies, science and technology studies, design research, social informatics and ubiquitous computing.

**Kirstein Rummery** is a Professor in Sociology, Social Policy and Criminology at the University of Stirling. Kirstein is a founder member of the Women's Equality Party and a disabled feminist and activist. She is currently undertaking research into the costs and benefits of self-directed support for disabled people and carers, and the experiences of people with dementia engaging with their neighbourhoods. She recently completed a comparative study on international long-term and childcare policies and their effects on gender equality, *What Works in Gender Equality*, which will be published in 2020. She is a mother, a carer and owned by two cats and a dog.

**El Spaeth** is an Academic Development and Digital Advisor at the University of Glasgow. El lectures and advises in academic and digital
development, which primarily involves working with new lecturers to develop their teaching practice. She holds a PhD in clinical psychology and music and is passionate about combining expertise in the areas of mental health and pedagogy to promote inclusive learning and teaching environments.