

Alternative Text Document for Imagining the Anti-Ableist University zine.

Page 1 (Title Page):

Blue text at the top of the page reads 'imagining the Anti-Ableist University'. Below, is a scanned pink piece of card with ink stamped letters spelling 'I want a university'. To the right is black ink stamped flowers and petals on white card. In the bottom left is a digital illustration of a yellow pen-put with a variety of pens inside. At the bottom of the page, black text reads 'Edited by Daniel P. Jones & Lauren White'.

Page 2:

A large title at the top of the screen reads 'Foreword by Daniel P. Jones', with blue diamond-shaped stars illustrated on the right hand side of the title. Text then reads: "This zine has been co-created by a collective of critical disability studies scholars and professional services colleagues who have come together to imagine what an anti-ableist university might entail, and whether it is even possible. Ableism is rife within the academy, and many of us have first hand experiences of this from across our education and careers in academia. Many of us identify as disabled, neurodivergent, or chronically ill (or a combination of the three). Some contributors do not identify with these categories, but are deeply engaged in working around the areas of anti-ableism and education. For the purpose of anonymity, contributions to this zine are not credited individually. However, a collection of the contributors can be found on the back page of this zine. A zine is a collection of self-published works or original and reused texts, images, etc and are powerful ways of sharing ideas that may not fit in with conventional thought. This zine traces our conversations as a community of critical disability studies researchers regarding the anti-ableist university, and what that might mean to us. Beginning with reflections on the ableist university, we have spent the previous 6 months imagining what an anti-ableist university might be. There is no wrong or right answer, and no conclusion that an anti-ableist university is objectively possible. However, we believe that taking any productive steps towards an anti-ableist university - whatever that may be - can only be achieved through having these conversations, sitting with tensions, disagreements and discomfort, and through allowing a space where frustrations and hopes are able to be shared freely and without any negative implications. With this in mind we invite you to also reflect on what an anti-ableist university might look like for you. What do you agree with? What do you disagree with? We'd love to know!"

In the bottom right corner is a peach coloured bubble with the email address "waarc@sheffield.ac.uk" written inside in black.

Page 3:

A mixed media collage has been scanned onto this page. There are three smiley faces at the bottom right (orange, yellow and blue) that sit in front of a rainbow. A blue speech bubble comes from the smiley faces, and has a magazine clipping of the word 'hello' in black font on a yellow background at the top. Below this, inside the speech bubble, reads "Review this article. Submit the thesis. Speak on this panel. Do final edits".

Page 4:

A half-yellow flower (top side) and half lemon wedge (bottom side) houses the words "God this is so difficult" in the top and centre of the page. Below it, in red hand-written text, reads "But finding rest is always a great thing... for all people involved." In the bottom left corner, is a blue smiley face that wears a sleep-mask. In the bottom right corner, is a green button with a 'charging battery' symbol that reads 'rest and recharge'.

Page 5:

A brightly coloured background made of scanned collaged card cutouts of different shapes is in the background. On top of this, there is white text that reads:

"Tired. Too many emails. How do we manage the otherwise when in powerful institutions? What would we want the otherwise to be? BREATHING ROOM. Forever feeling like I've forgotten or made a mistake. Where has that email gone? STATE FUNDED. Indigenous theory. Cosmology. Undoing the cognitive normative ways. LESS THINKY. Feel the earth and the soil. Slippers in the university."

On the top right corner is an illustration of books that reads "Read More". Below the main body of text is calligraphy that reads "Less is more" and "No more metric". Below this is more calligraphy that reads "Create a positive and inclusive learning environment", and handwritten text reading "Inside a lecturer's life. Dear diary - too much to do, too little time".

Page 6:

A black speech bubble at the top of the page reads "This one time, I had to go on compassionate leave. It was the most horrible process. It almost makes me wish I didn't bother in the first place." Below this is hand-drawn multicoloured bubble text that reads "It should be called not very compassionate leave."

Below the bubble text, is typed writing that says "Does the word 'compassion' belong in the university? What does a compassionate university look like? Where can we find it? Why do we need to search so hard for it? So many questions. So... Little... Compassion...". In the bottom left corner is green text that reads 'it's just a simple form', and on the bottom right corner is a scribbly pink heart illustration.

Page 7:

At the top of the page is a collage on white card, that features a strawberry plant illustration, a piece of pink tissue paper, and peach-coloured text that reads 'Old ways won't open new doors'.

Below is a beige speech bubble that reads: "Being overworked and just generally exhausted seems to be the standard in academia. Complaints of "I'm tired" or "I'm so busy" are often met with chuckles and retorts of "Aren't we all!" There's a general agreement that we are all overworked and on the verge of burnout, whether we are disabled or not. But still we plod along, waiting for a sudden burst of energy to appear out of nowhere; for disabled people to feel welcomed into academia, without anything more than signposting practices that oftentimes lead to nowhere. The university, as it is, is inherently ableist. Old ways won't open new doors. We need change"

Page 8:

A pink text box with black text reads: "It's hard to imagine a future of institutional anti ableism. We are so used to the same doors being offered to us as disabled folks, and these doors do not lead to solutions - they lead to a long and winding road of othering and dismissal by alienation. Constantly sending Zoom yoga sessions instead of offering practical support; conducting the same research project again and again and again with no actionable outcomes, or otherwise... these doors are pointless. They don't belong in my hopes for an anti-ableist future in academia. Some editing is needed if we want to see a well rested self in academia. Why keep opening the same old doors when we can so easily begin to work on creating doors that lead to new places, that offer new hope for the future of a crip, anti ableist academia? Offering therapy, flexible working, permanent contracts, implementing mask mandates, zero-tolerance disableism policies... the list goes on. These are the new rooms that we need to build doors into...". Below this are magazine clippings with black text on yellow background that has been cut and drawn on to rework the clipping into the words "Hello future well rested me". In the background on this page are a variety of scanned stickers and illustrations, including purple wisteria hanging, a wooden bed with a green duvet on top, a pink cowboy hat, speech bubbles, and black-ink stamped floral patterns.

Page 9:

The top half of the page is pink, with bubble writing that reads "What's the best that could happen?". On the bottom half is typed, smudged type-writer text with an orange post-it note on top. The note is stamped with black-ink letters that read "Everything accessible all the time".

Page 10:

A colourful background featuring multicoloured cut out shapes of card that have been scanned onto the page. There is a red mushroom in the bottom left corner. On top is a yellow post-it note with typed text that reads: "I want a university that smells like incense. I want to feel the soil on my feet and my hands. I want to sit on the floor and be surrounded by cats. Cats in the university. Pillows and cushions. I want sofas to lie down on. Spaces of comfort and rest. I want a university where we aren't told to leave disabled people behind when the fire alarm goes off. Where we can burn incense. Where we can feel the soil on our

feet and our hands. I want to sit on the floor. Comfort. To have sofas and cushions. I want less GoogleDocs. Less committee meetings. To have a support worker. To be allowed to do the real work. I want to stop having to disclose my needs over and over again and still not get the right support. I want a university where we are believed when we ask for accommodations. To not wait six months for ethics to be approved. To not wait seven months for a support worker. I want a university where things that can be countered are not all that counts. I want an academy where, even when budgets are squeezed, uncertainty and play are not the first to go. I want a university that unlearns what work and knowledge are. I want a university that is not just designed to monetise and extract value. I want a revolution. I want a university with no walls or doors, with mushrooms growing out of the floor. I want to make a small space inside the atrium, to cover it with soil and fill it with worms. I want to strip off this academic drag and lie down. And rest. And rest. And rest.”

Page 11:

A colourful background featuring multicoloured cut out shapes of card that have been scanned onto the page. A curved bubble writing title in white text reads “Intersectional access”. In blue bubbles dotted across the page, text reads: “We love to call things disability justice when they’re not. If we want intersectional access in our vision of the anti ableist university we need to consider the 10 principles of disability justice by sins invalid:

Intersectionality leadership of the most impacted, anti-capitalist politic, commitment to cross movement organizing, recognizing wholeness, sustainability, commitment to cross disability solidarity, interdependence, collective access, collective liberation

Intersectional access must include these principles of disability justice - this is my hope”

Also on the page is a digitally sketched dining table with a laptop on it, and at the bottom of the page there are many illustrated diverse people standing in a busy crowd.

Page 12:

A scanned mixed-media piece takes up the entire page. At the top are two pencil-drawn femme figures sat, holding incense and a black cat, looking at each other and smiling. There is a sketched tree with a tire swing hanging off of it to the right, and below features makaton signs along with the words “Hello! I can learn.”. In the middle is a mixture of collage and pencil work that reads “Welcome Expert”, with an annotation that says “That means you!”. Below, is a photograph of a stone statue of a figure meditating, and dark clouds to the right. There is also a star that shines bright, with text that reads “Academic drag”.

Page 13:

A speech bubble with the word “Hello” inside sits next to the title, “Hello, I can learn”. Underneath is typed text that reads: “When I was a university student, there was always this assumption that if you were disabled then you weren’t expected to even be there. It was almost a surprise to examiners when someone would wheel into an exam hall, or act as the leader in a group project. Yes, there’s a lack of access in education on the whole that makes it harder for disabled folks like me to access Higher Education, but the gasps as somebody

tells their lecturer that they are not injured and that they use crutches every day, or confusion from personal tutors when a learning disabled student asks for information about doing a year abroad are deeply felt. This also extends into other spaces within academia and research. It's not just about learning, but also about the production of knowledge. I might walk into a conference ready to present my research, but as soon as I enter the same space as clinicians and medical professionals, all eyes are on me. There's an assumption that I am attending as a patient representative of Tourette Syndrome, and not as somebody who is a published academic who specialises in Tourette Syndrome. Disabled, neurodivergent and chronically ill folks are here and we're here to stay. We're digging our heels into the ground, staying firmly planted in the university... from student to professor. We can learn. We can research. We can innovate. It's time to welcome us as the experts and the capable learners that we are."

Page 14:

This page features two collaged works. On the top half is an orange background with pink and blue cut outs which feature the words "Imagination", "Being Human", "Joy", "Dreams", "Incense", "Can we slow down", "Play", "Get rid of forms", "No shoes", "Cuddles", "Rest", "Intimacy", and "Cook & Connect". There are also floral drawings of trees, roots and petals. In the middle of the page is an arrow that points both left and right and is bright blue in colour. On top, illustrated text reads "Think it. Want it. Get it."

On the bottom half of the page is a deep blue background, with cut out phrases written on yellow bubble shapes. The phrases read: "Space to brraaaath zzz aah...", "A nice hot bath", "Pyjamas", "Feminist mentorship", "Candles & Scents", "My cat", "Colleagues with cake", "Access Intimacy", "It could have been an email..", and "Flowers".

Page 15:

Black text on a white background that reads:

"What is the anti-ableist university?"

No inaccessible documents or forms/tables
No screen-reader incompatible practices
Less meetings for meeting's sake
Less group 'thank you' emails
Less admin
More time for meaningful connections, understanding, validation, solidarity, and opportunities to heal ableist trauma
Communities of care, support, love and joy
Access intimacy, collectiveness, togetherness, unity and compassion
Work alongside Support Workers
Appreciate our interdependency and interconnection with each other, the nature, our local and global communities
Opportunities for group meditation, reflection and grounding
Generative discussions and nurturing interactions
Availability of sofa beds and armchairs
Play time, fun, friends
Accessible buildings
Acceptance of difference
Understand the fatigue that accompanies disclosure and requesting for reasonable adjustments over and over
Rest and break times
Flexible working
Slow academia
Remote working
Accessible transport to arrive at the university
Some type of structure to help plan support and reduce anxiety
Room for creativity and expression
Challenging the power hierarchy
Humility and transparency
Constructive discussions as critical friends
Room for making mistakes and learning from them rather than becoming defensive"

Page 16:

A mixed media collage is featured on this page. On the top is a yellow square with a felt-tip drawn sofa in the middle. It is surrounded by text on the yellow square that reads “Relaxed scholarship”. Surrounding the yellow square are handwritten words that read “Perform, Play, Pause, Pass, Power”

In the middle is a collection of three typography styles in multicolour, which reads “Relax, relax, relax”. On the bottom half of the page is a photograph of a collage featuring hand written words, drawings and magazine clippings including words such as “Zero tolerance now!”, “Transformation”, “Humble”, “Organic”, “Get cosy”, “Weekending”, “Just swap it”, “Failure”, and “Comfort relax slow” written on a hand drawn sofa. Surrounding the photograph are digital illustrations of a femme figure wearing pink clothes with brown hair, holding a cup of tea. There is also an image of a green frog relaxing and lying back on a green lily pad. There are also three grey speech bubbles dotted around the bottom half of this page, which read: “Lower workloads, better weekends”, “Stop the me, me, me. Be humble”, and “Organic research in things we’re interested in”.

Page 17:

On the top half of the page is an orange background with a collage on top, featuring doodled animated cloud shapes and cats, with the words “Break”, “Disruption + Failure” “Likely”, “Complain”, and “Discomfort”. Below this is typed text which reads “If we embrace a relaxed scholarship, failure feels less scary. What would happen if we embrace failure in the name of play and creativity? Would we feel more comfortable with the idea of disrupting the ableist university?”. Below this is bold text which reads “change requires disruption”, with the words “Also a little play and nuisance” in a smaller font below. At the bottom of the page are red-shaded silhouettes of protesters on a picket line, with children at the front throwing books, paper aeroplanes and pens. One of the children is sleeping at the desk.

Page 18:

The top of the page features handwritten text in a variety of fonts which reads “I’m all about the squiggly university, whatever that is...”. The words ‘Squiggly university’ are written in a messy, wobbly font. Below this is typed text in the middle of the page which reads: Squiggly is relaxed and disruptive. Curvy, squiggly lines are out of the order and hyper-productive nature of the university. I want an academia where I can go on tangents and explore, create and play with knowledge production. But straight lines mean a spiky university. Spiky university feels very representative of the current stressful and overworked nature of the university. I’m hopeful for a squiggly, relaxed, failure-safe future of the university.”.

At the bottom of the page is a scanned page with the words ‘keep desiring’ above magazine clippings of an elephant illustration with a mandela inside, and an illustration of the sun. Below this is the word “explore”, written in cursive font.

Page 19:

This page features a mixed-media collage. A mixture of ink stamped, magazine clipping, and digitally illustrated words read "Make space for peace, joy and love. Time to be". In a yellow heart at the bottom of the page, black typed text reads: "As critical disability scholars and as those with lived experiences, we know and feel injustice. That's why we have to re-centre. We have to centre hope, joy, peace and love. We don't have a choice not to. Choosing the alternative and the affirmative is not because of, it's in spite of. It's resistance." In the background of this page are clippings of photographs of dogs, and a silhouette of a cat surrounding by falling multicoloured confetti.

Page 20

This page features magazine clippings of different sizes, colours and fonts that are manipulated to spell the words "Choose nope". On the right hand side are clippings of pink card, illustrated flowers, ice lollies, and the words "Treat yourself", which sit above black typed text which reads:

"To choose 'nope' is something that I wish that I could do without fear of discipline. An academia where saying 'no' is not only permitted, but encouraged! That's my hope. Disabled people face a whole bunch of additional labour in order to just survive in academic spaces. To make space for rest and play is to say 'no' to a fast, overworked academia. To say 'yes' to access intimacy is to say 'no' to bureaucratic processes that results in a huge amount of isolating and additional labour for disabled folks. To say 'no' is a radical act of treating yourself. An anti-ableist university would mean that refusal and saying 'no' would no longer be a radical act. That's my hope."

Page 21:

At the top of the page is a scanned collage, featuring a pink drink with a straw and a wedge of lime, inside a mason jar. On the right hand side are the words "Cruel optimism". Beneath this, are the typed words: "Can an anti-ableist university ever exist? Can we ever be joyful in the confines of academia? Of the ableist university? Of any university, as we know it? A new door must lead to a new university A complete overhaul". On the bottom right hand side of the page, is a sticker that reads "Don't work more than you live" in a wavy font, with all the letter 'o' characters replaced with purple flowers.

Page 22:

A large title at the top of the page reads 'An Anti-Ableist Afterword by Lauren White'. Below is typed text which reads:

"Let's make this afterword easy to read.... We came together to discuss 'What would an anti-ableist univeristy be like?' Our group discussions led to collated calls to action. Our individual artefacts are images, collages, poetry and political statements. These contributions led to the creation of this zine. To end with our 'anti-ableist afterword' we gather our themes across this zine. We want rest. We want comfort, cats and slippers. We want reduced workloads and high expectations to be able to be and do the impossible. This is ableism and none of us meet this ideal. We want to say no. We want everything accessible all of the time. We want

less admin. We want squiggles, play, joy and rest. We want to be. We don't need the door opening, we need a new door."

In the top right of the page are magazine clippings that read "Dinner is served" and at the bottom of the page is an illustration of two mushrooms in the grass.

Page 23

At the top of the page is the orange WAARC logo, which is WAARC written in bold orange text, with "Wellcome Anti-Ableist Research Cultures" written beneath it. Below this is typed text which reads:

"A number of the contributors to this zine are currently working on the Wellcome Anti-Ableist Research Cultures project hosted by the University of Sheffield, UK. The project attempts to address many of the issues raised in this zine, and to imagine what an anti-ableist university might look like, along with steps needed to be taken to move towards it.

Anti Ableist Environments

The team are working to experiment with new ideas for inclusive recruitment and employment practices. Working in higher education is not accessible for many reasons, and this project seeks to address these inaccessibilities.

Anti-Ableist Developments

The project also is working to create an Inclusive Research Methods course and guidance on Accessible Event facilitation to ensure that research and research events are designed, conducted, and taught in anti-ableist, inclusive ways.

Collaborative Enquiry

Putting disabled people at the centre of disability research is of utmost importance - we must be sure to centre the most affected in disability research. Within the WAARC project, the team are working with researchers at the University of Sheffield and disabled partner organisations to facilitate collaborative disability research that centres disabled people as a priority.

Cross-Cutting themes

We are working to develop a set of key performance indicators that will allow us to monitor the continuing development of these three aforementioned areas to ensure the legacy of the project. Alongside this, we are hosting a range of public facing events to engage staff and publics in conversations surrounding inclusive research cultures.

www.sheffield.ac.uk/ihuman/waarc "

Page 24

The back cover of the zine has a background of black ink stamped flowers on folded card. In front is a yellow bubble with "Contributors" written. Below it are a list of the contributors inside a peach-coloured bubble, reading:

"Daniel P. Jones

Lauren White

Liz Dew

Elaina Gauthier-Mamaril

Armineh Soorenian

Ankita Mishra

Cassie Kill

Helen Evans

Christina Lee

Sophie Phillips"