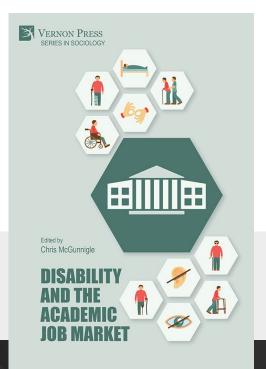
Disability and the Academic Job Market

SERIES IN SOCIOLOGY

About the editor

Christopher McGunnigle earned his PhD in Rhetoric and Composition from the University of Louisiana at Lafavette in 2016. Since the age of five years old, he has spent a lifetime working with people with disabilities, first as an advocate for university-level accommodations, then moving into group home management, and later becoming a mentor for scholars with disabilities who were struggling with access to research or other academic difficulties. This collection was inspired out of his own personal experiences with having a disability on the job market searching for a full-time academic position.



Summary

"Disability and the Academic Job Market" examines ableist structures in academia that inherently create obstacles to fulltime employment for people with a disability. Based on historical and contemporary scholarship, it has been shown how disclosure of a disability can have profound repercussions for a scholar with a disability. Scholars with a disability are often inhibited from applying to or being promoted in academia because of direct discrimination, negative perception towards people with a disability, inaccessible physical and performance conditions, and social models of disability that characterize disability as unproductive, abnormal, and risky. While scholarship has addressed ableism in academia, it has not strongly focused on the specific difficulties and barriers that a person with a disability faces when applying for a full-time academic position. This book seeks to provide a resource that brings to light ableist conditions in the academic hiring process through the lived experiences of scholars with a disability, with hope to implement change in these situations. This collection presents a combination of personal narrative and scholarship from academics with a disability who have navigated the academic job market, with additional contributions from non-disabled allies who have advocated for change in academic structures. Our collection begins by expressing the concerned experiences of students entering the academic job market, followed by scholars who have more fully lived through the obstacles of the academic market in both contingent and tenure track positions. A vital focus of this collection is on intersectionality as chapters draw from interactions between disability and race, gender, and sexuality across international contexts. Important topics discussed throughout the collection include systemic ableism, disclosure, the job interview, academic workaholism, and lack of accommodations.

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