Disabled Lives Do Matter

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Going down: physics student Hamied Haroon bungee jumped in a wheelchair from the UMIST students' union in Manchester last week to protest at its lack of a lift. Disabled Mr Haroon had to be winched to the roof for the jump. UMIST says that it may bid for Lottery money to improve the building.
• MSc in Medical Physics
• PhD in Medical MR Imaging
Do I enjoy working as a Research Scientist?

• YES!
• Collaborating with all sorts of clever and inspirational people across the globe
• Teaching and engaging with bright young people!
• Being creative – facing new challenges everyday
• Presenting at international scientific conferences
We are a super-network with a mission to connect and represent Disabled staff networks. We focus on the tertiary education (universities and colleges) and public (NHS Trusts) sectors.

Visit us and join at:

nadson-uk.org

@nadson_uk  NatAssDSN

• We welcome any individual and organisation from any sector committed to promoting the equity, diversity, inclusion and access of Disabled staff.

• We act as a collective platform to share experiences and good practice and examine challenges and opportunities.

• We are a non-governmental, independent, self-determining and dynamic community, led by and made up of impassioned Disabled people.
Our Aims – some of them!

• Promote disability equality and campaign for disabled staff networks to be supported in the workplace

• Promote the interests of disabled staff on a national level

• Challenge stereotypes by endorsing the Social Model of Disability, promoting a positive image of disabled people and eliminating the deficit/medical model

• Organise and deliver accessible events that can bring disabled staff and disability equality allies together

• Create regional hubs to make it easier for members to meet each other

• Support relevant research projects, policies and guidance for disabled staff, managers, institutions of tertiary education (HEIs and FEIs) and Government agencies

• Link with disabled students, particularly at postgraduate and doctoral levels
Social Model of Disability

• “The social model of disability identifies systemic barriers, negative attitudes and exclusion by society (purposely or inadvertently) that mean society is the main contributory factor in disabl[eling] people” (Wikipedia)

• Prejudice, ignorance, stigma
• Negative attitudes
• Inaccessible places, transport, conversations and information
• Newer models: to include chronic illness and neurodiversity
UN Convention on the Rights of Persons with Disabilities (CRPD)

• Preamble of the CRPD:

• “... disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others.”
NOTHING ABOUT US WITHOUT US
The Ideal Academic

Doesn’t need to use the toilet

Doesn’t have a body

The Ideal Academic

Doesn’t need financial security

Changes topics easily

Works 24/7

Is white

Does not need financial security

Works independently

Is mobile

Can lift heavy equipment

Does excellent Research, Teaching, Impact, Engagement, Service

Networks

Is a man

Can talk

Attracts research funding

Is a leader

Has no caring responsibilities

Can think all the time

Likes to chat

Can walk up steps

Has endless energy

Goes to conferences

Keeps quiet

Doesn’t need quiet space

Hides any doubts

Has no dietary requirements

Sang, K (2017) “Disability and academic careers”
Disability (Ex)Inclusion in STEMM

A Recommendations Project led by NADSN STEMM Action Group

https://t.co/ugFHhBXpD3
Disability as driving subject of inquiry

Professor Dan Goodley, et al

https://www.sheffield.ac.uk/ihuman/disability-matters
The research questions

1. How is health research, theory and scholarship transformed by an engagement with critical disability studies?
2. What are the health priorities of disabled people in Australia, Canada, India, Singapore and the United Kingdom?
3. What kinds of research methodologies represent disabled people and their health priorities?
4. How does the presence of disability enable more inclusive health research environments?
5. In what ways can we reimagine representations of disability in health research?
6. How do we build a new generation of disabled and disability-positive health researchers?
7. What transformative knowledge pertaining to equity, diversity and inclusion can be generated through a focus on anti-ableist and anti-disablist practice?