

## Who's Missing from EDI Advocacy?: Examining the Barriers for Librarians with Invisible Disabilities

### Recording Transcript

#### Summary Keywords

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#### Speakers

Katelyn Quirin Manwiller, Megan Toups, Debbie Krahmer, Michele Santamaria, Samantha Peter

#### **Katelyn Quirin Manwiller 00:00**

Welcome to this ACRL 2021 session, "Who's missing from EDI advocacy? Examining the Barriers for Librarians with Invisible Disabilities." You're invited to use the hashtag #DisabilityInLIS with capitalization when tweeting about this session.

#### **Katelyn Quirin Manwiller 00:18**

My name is Katelyn Quirin Manwiller. My pronouns are she/her/hers, and I will be moderating this panel. I proposed this panel to spread awareness about and discuss inclusion for library workers living with invisible or non-apparent disabilities. I'm deeply invested in this conversation, as I'm chronically ill and invisibly disabled, living with hypermobility Ehlers-Danlos Syndrome, along with a host of comorbid conditions. Please feel free to reach out to me via email or on Twitter with questions.

#### **Katelyn Quirin Manwiller 00:54**

We have three primary learning goals for participants of this session. First, to identify barriers within academic librarianship, for LIS professionals living with invisible illnesses and/or disability. Second to evaluate the professions equity, diversity and inclusion initiatives in light of those barriers, and third, to advocate for improvements to accessibility and inclusion within academic libraries.

#### **Katelyn Quirin Manwiller 01:21**

To succeed in those goals, we must first center our discussion around the current state of disability discourse in LIS. We are only just starting to gain an understanding of the experience of library workers with disabilities. In ALA's 2017 demographic study of about 38,000 members, 2.91% of respondents answered yes to the question, "do you have a disability?" This is up from 2.8% in the 2014 study. In a recent literature review, only five articles were found in LIS literature that surveyed or interviewed library workers with disabilities and all were published within the last five years. The demographic data from ALA may not match the actual lived experience of library workers with physical or psychological impairments that qualify as a disability under the Americans with Disabilities Act. For example, Burns

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and Green surveyed more than 500 academic librarians with mental illness, but only 8% of respondents considered their mental illness a disability. This gap in self identification could cause ALA's demographic information to miss library workers living with illnesses that impact their daily life. In addition, the ALA study only includes members and therefore does not encompass the entire profession. For broader context, the CDC reports that 26% of adult Americans live with some form of disability, while the Bureau of Labor Statistics recently released stats that showed only 17.9% of people with disabilities were employed in 2020. The references for this data are provided at the end of our slides. The employment numbers are discouraging, and likely reflects the low percentage of disabled workers in ALA's demographic study. Even though a quarter of Americans live with disabilities, they're much less likely to be employed than non disabled Americans. This demonstrates a lack of accessibility in our workforce, and by extension librarianship.

### **Katelyn Quirin Manwiller 03:35**

That begs the question: "Is there adequate accessibility and inclusion for library workers with disabilities?" ACRL's 2012 Diversity Standards: Cultural Competency for Academic Libraries addresses the inclusion of people with disabilities in the profession. "Diversity is one of ALA's five key action areas to ensure high quality library services to all constituents. Within that mission is the need to recruit underrepresented groups and individuals with disabilities to the profession." However, the statement is the only mention of disability throughout the diversity standards and outside of a few linked resources. It's the only mention of disability throughout ACRL's Equity, Diversity and Inclusion LibGuide.

### **Katelyn Quirin Manwiller 04:21**

It's important to note here that disability should be included within ACRL EDI efforts because it is a marginalized identity, but also because it does not exist in a silo. Disability intersects with a person's race, ethnicity, sexuality and gender, all of which impacts the way individuals experience ableism in the workplace and our larger society. To be an inclusive and accessible profession, we must address the barriers that exists for people with disabilities through complex EDI efforts that also address the needs of other underrepresented groups

### **Katelyn Quirin Manwiller 04:59**

Unfortunately, our profession is not currently doing so as there's very little mention of library workers with disabilities throughout ALA and its sections. ACRL does have a Universal Accessibility group, but it's charge states that is to help provide accessibility to users with disabilities, and does not mentioned the accessibility of the profession for librarians with disabilities. In fact, the now disbanded Association of Specialized, Government, and Cooperative Library Agencies was the only section of ALA to have an online resource to promote the inclusion of library workers with disabilities. The ALA Allied Professional Association, the section dedicated to librarians and library workers, has minimal resources about disability, including one article on hiring people with disabilities from 2010, an article sharing policies from the Office of Disability Employment Policy. This leaves librarians and library workers with disabilities few professional resources to turn to outside of personal networks. In addition, the lack of advocacy for the accessibility of the profession leaves non disabled library workers often unfamiliar with issues like appropriate disability terms, procedures for accommodations, and an understanding of disability outside cultural stereotypes. When combined, these gaps in inclusion efforts create barriers that make it difficult for librarians with disabilities to navigate the profession. This can be even more

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challenging for library workers whose disability or illness intersects with other marginalized identities. As the ableism they face in the workplace may also be imbued with racism, sexism, ageism, homophobia, or transphobia.

#### **Katelyn Quirin Manwiller 06:52**

With that background on disability and LIS, we can now narrow to the unique challenges of invisible or non apparent disabilities.

#### **Katelyn Quirin Manwiller 07:01**

As defined by the Invisible Disabilities Association, "An invisible disability is a physical, mental or neurological condition that is not visible from the outside, yet can limit or challenge a person's movement, senses, or activities." Invisible, as well as non visible or hidden, is used to signify that a person's illness or disability cannot be easily identified by other people.

#### **Katelyn Quirin Manwiller 07:27**

Though invisible was the primary term used in the initial review of literature when this panel was-- proposal was first submitted, I now have a better understanding of how invisible can be potentially problematic. Some have found invisible to place additional burden on the person with disabilities. Price et al wrote that, "the visibility metaphor implies accountability: it assumes that the disabled person who is 'invisible' is responsible for making himself visible, or discernible." Like most identifying terminology, the preference of the individual person should be paramount when discussing disability. We suggest non apparent or not readily apparent as alternatives to invisible.

#### **Katelyn Quirin Manwiller 08:11**

The primary and unique challenge for people with invisible or non apparent disabilities is disclosure. It is inherent to having an illness or disability that cannot easily be perceived by others. People with invisible disabilities have to disclose and explain their disability for it to be recognized, and crucially to receive workplace accommodations, which under the ADA adapt their work environment or job requirements to meet their needs. Disclosure can occur in a variety of settings, whether in conversations with colleagues, or because a person needs to request accommodations through their supervisor or human resources. This is often an emotionally draining process, as the person not only has to disclose the illness or disability, but often explain what it means for them on a day to day basis. In addition to not wanting to put themselves through that, disabled people are often hesitant to disclose invisible disabilities or illnesses because they fear not being believed, or facing stigma or retaliation for accommodations. This is especially true for people whose disability is often stigmatized by our society, like mental-- mental illness or chronic pain.

#### **Katelyn Quirin Manwiller 09:26**

To better understand the barriers to academic librarians with invisible disabilities, we'll hear from four librarians about their personal experiences.

#### **Katelyn Quirin Manwiller 09:35**

Each panelists will answer the questions: "How has their experience as someone with an invisible disability been impacted by the library profession?" "How has librarianship been accessible and/or

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inaccessible to them?" And "how could the profession be more inclusive for people with invisible disabilities?"

**Katelyn Quirin Manwiller 09:55**

First, we will hear from Samantha Peter, Instructional Design Librarian at the University of Wyoming. She will discuss her experience living with rheumatoid arthritis and related autoimmune disease.

**Samantha Peter 10:06**

As someone with rheumatoid arthritis and a slew of other autoimmune disorders, there are many ways that the librarian profession has impacted my disability, from being afraid to apply to jobs because of being "must be able to lift 50 pounds" or having rough experiences in the job application process. Rheumatoid arthritis, or RA, affects the joints in your body by your immune system being overactive and attacking them. But by looking at me, you cannot tell that this is happening in my body. There are days where I can do many different activities but other days I cannot. RA leads to a lot of unpredictability, good weeks and bad weeks, making it hard to know where my limits will be at certain times. Every day symptoms of my disability may be chronic pain, fatigue, memory loss, high heart rate and more. When I graduated with my MSIS, I was often afraid to apply to jobs that listed that you must be able to lift 40 pounds as a job requirement, as there are days that I cannot do that. Those jobs often left me wondering, if I disclosed during the hiring process that I could not always lift boxes, would it disqualify me from the job, even if I could have done every other part of the job? So if I saw that, I would not apply because starting a job and immediately requesting accommodations is intimidating, especially a part that a university has defined as the job description. I often wondered whether it was actually a major part of the job or not. There are some ways that the library profession in my work has impacted me in a good way. For example, as an instruction librarian, I work with different departments as a liaison. One of those departments on my campus is the Disability Studies Department, which has led me to working with students studying topics that are similar to my disability and encouraging that research and development of students. Additionally, my own research has taken shape to remove barriers for students with invisible disabilities that I often faced in the classroom through Universal Design for Learning. When considering the question about how the profession has been accessible, or inaccessible to me, I am lucky to currently work in a workplace with administration that supports me in my research in my disability, providing support and accommodations when necessary. I have struggled with some co workers making comments, but my admin is supportive. This has not always been the case for me, and is not the case for many librarians with disabilities. One of the most common things I've encountered is colleagues or superiors telling me "Well, you were too young to be sick." Or "You were too young to experience this," when in fact, I'm definitely not too young. I've experienced comments from colleagues about how my, how "real" my disability must be because they cannot see it, or being told "How do you even survive and function? By having a disability, I would just be lying in bed right now." All of these comments have the same overarching trend in common. Do not make comments about the realness of someone's disability, or the impact it has on someone's life. Instead, Be kind. Teach your staff about different kinds of disability and the impact language can have on conversations. If you are a co worker of someone with a disability, think before making comments, and never doubt someone in their disability. You may never understand what someone experiences and that's okay. But be kind and supportive and be an ally. The hiring process itself can be extremely hard for someone with autoimmune disorders that includes symptoms of fatigue, pain and memory loss. For

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example, during a phone interview, you spring questions on someone and they react and answer the questions. On a high fatigue day, my memory cannot be great. Because of that I bombed my first phone interviews that I did for a professional position because I struggled to remember the entire question in my answers. I learned in the future to write the questions down after they've read it to me, but that can cause an awkward pause. Instead, a way to be more inclusive to all is provide the phone interview questions in advance. This allows people to have the questions and be able to check back with them throughout and make notes to themselves to remember all different parts of the question. Additionally, when considering hiring, in person process can be extremely challenging. For example, campus or library tours- tours are often built into in person visits, which can be great, but at the end of the day, I'm often in pain and exhausted and still have to go to dinner. I often asked to skip the tour, but that could be viewed as negative by some on the hiring committee. Additionally, build additional breaks in to the process. One or two 15 minute breaks is not enough. Provide presenters the ability to sit during the presentation and give alternatives to walking around campus. Another part of the profession that can often be inaccessible is conferences. While an important part of our profession is attending conferences when they're in person, there are many parts of conferences that are inaccessible. Traveling to conferences itself, can be a struggle for people with invisible disabilities, and is taxing and often you do not have rest time in both attending the conference and returning to work. For example, ACRL itself tends to end on Saturdays, which does not give a lot of time for downtime in between flying home and returning to work. Often I have taken sick days when returning from conferences. Additionally, attending in person, conferences themselves can be exhausting. From walking to and from the convention center all day to the events during the evening, it can be hard. Finding the quiet room or a place to relax can be hard as all those rooms often fill up fast. Conferences need to think critically about building in more breaks or providing more space for registrants to relax and recuperate. On top of conferences being inaccessible in terms of attendance, there's also the problem of inclusion of people with disabilities within library professions' EDI or DEI efforts. Currently, disability is not included within EDI within ACRL and ALA efforts and needs to be. In order to make this profession inclusive for all, all the different groups need representation. With EDI efforts, all marginalized identities need to work together for EDI efforts to be truly representative of the profession. Lastly, the profession can be more inclusive by removing unnecessary wording from job descriptions about lifting boxes or pushing carts, as they are not likely critical to the job. Consider what is important instead. Make the hiring process more inclusive by building in better breaks and providing alternatives to campus tours. Be kind and remember that just because you cannot see someone's disability does not mean that it is not there. And no one is ever too young to have a disability. When you work with someone who has an invisible disability, be kind at all times about their illness. Never doubt a person's disability. But instead, be kind and supportive. Instead learn about language surrounding disability and work to incorporate that.

**Katelyn Quirin Manwiller 17:05**

Next up is Michele Santamaria, Learning Design Librarian at Millersville University. She will describe her experience with a mood disorder and anxiety.

**Michele Santamaria 17:14**

How is your experience as someone with an invisible disability been impacted by the library profession? Without the protection of tenure, which I currently have, I don't feel like I could safely disclose my invisibl- invisible disabilities, which are related to my mental health. I guess this means that I could not

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disclose and feel safe in a staff position. In several jobs, it became quickly apparent to me that I would have less than zero credibility as someone who disclosed having a mood disorder. I was even advised not to disclose, by people who had been at an institution longer and knew generally more what the attitudes were towards disability. Librarian colleagues would say discriminatory things about former colleagues who had disclosed or who were suspected of having a mental illness. As a Latina librarian, who is already not the norm, I already felt like I was at a disadvantage in an academic library working culture that isn't very inclusive towards non whiteness. On the other hand, not disclosing meant that I was heavily penalized for being very blunt, or not having a filter, an aspect of my mood disorder. I believe that this was read at times in terms of my ethnic identity as a "fiery Latina" who did not know when to shut up. Of course, I could also not request accommodations, like a later Start Time to help protect my sleep, another simple thing that can mean the difference between my being 100% functional and being really, really, really sick. In the context of library work. I was accused of not being "library nice" an idea that Kaetrena Davis Kendrick has been exploring in her more recent low morale scholarship. As explored in her scholarship, being nice in libraries is held up as being more important than any other aspect of being able to do our job. And this niceness- niceness is highly gendered and racialized. I would also say that this library nice coincides well with how collegiality is weaponized in academic environments. People with invisible disabilities that affect their social interactions are at a serious disadvantage in work environments where they both cannot disclose and will also be severely punished for not being "nice" 100% of the time. There's no guarantee that disclosing will help, but there's also a great likelihood that not disclosing will harm you. How has the profession been accessible or inaccessible to you? While my disability does affect me physically, in terms of needing more sleep, or having less energy, I've not dealt with debilitating pain while navigating a conference or a whole day interview. I can mostly enjoy conferences. I had assumed that ACRL's quiet room and yoga area, since they are so much better than what I've seen that other types of professional conferences were good. But now I'm realizing that it is not enough if you're navigating the entire conference experience with physical pain. I've lost time and status, in my professional trajectory, because I've only, I've not only been penalized for having disability, but had to literally restart a tenure clock in making a switch from one institution to another. In this new work context, more flexible hours, better sick time and faculty status with tenure have made the field more accessible to me. But this is by virtue of having a union and being tenured, not by virtue of the institution, or the professions attitudes towards my type of invisible disability, or really invisible, invisible disabilities as a whole. How can it (the profession) be more inclusive? As supported by several experiences shared by other panelists, we need to think in systematic and thorough ways about how the normal or standard way we do things is not inclusive. How are you designing this job interview, assuming that someone isn't experiencing disability in some shape, way or form? How can you design the experience so that you're not weeding out a good or excellent candidate who simply won't perform as well because they haven't-- You haven't allotted any rest time during the day. From interacting with some of my fellow panelists, I'm also realizing that you have to go all in with advocacy. If you're advocating for interview questions to be shared ahead of time, don't back down when your colleagues give non answers about why they don't want to do that. I've pushed on this front a few times. But I've also let myself be talked out of it. I won't do that anymore. It's not right. I'm also going to make sure that the "able to lift 40 pound box" thing disappears from anywhere it doesn't belong. Question if it even belongs in any of our job descriptions at this point. And I'm also going to push harder about you know, making the library tour, a standard practice and kind of a required part of the interview. Think more broadly. We need to actually transform our understanding of

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the "norm," what's normative and normal, and the corresponding practices around these categories. When you say something disparaging about mental illness, consider how that influences your practices, and int- interactions with students and also with fellow colleagues. Just because your colleagues haven't disclosed a disability, it doesn't mean that they don't have one. Every time you say something, ableist you make it all the more likely that someone will not disclose. While they may not want to fully disclose ever, making them feel like their disability is something to be ashamed of doesn't make for a healthy working environment. To put it more simply, as D said, extend grace.

#### **Katelyn Quirin Manwiller 23:41**

And next we will hear from Debbie Krahmer, Accessible Technology and Government Documents Librarian at Colgate University. D will discuss life with visual impairments and anxiety disorder.

#### **Debbie Krahmer 23:54**

How has your experience as someone with an invisible disability been impacted by the library profession? I have a neurological disorder that affects my sight. So while I'm not blind, how much interference-- interference I experienced in my sight changes from day to day. Some days I'm fine with larger print or zoom features on my computer or tablet. Sometimes I have to use a screen reader. I require materials to be in electronic form so that I can adjust them to fit my needs, whether it's increase the font size or use text to speech. In the early years of diagnosis, there was nothing visible to clue people into the fact that I had visual issues. Over the years with treatment and adjust- adjustments, I experience less interference days, but I'm also way more sensitive to light so it's become a much more visible disability as I wear dark glasses and work in a dark office. I also have a severe anxiety disorder which complicates my advocating for accommodations. Am I asking too much? Should I say something or just pretend that I know what's going on? Do I ask the person next to me to read the material for me? Or do I sneak in some earbuds so I can listen to it? Are people judging me because I don't look or act blind? Do they think I'm faking it? Am I faking it? I push myself to be as normal as possible, or even to overachieve because my anxiety tells me that I need to work hard to make up for my deficits. I also get to have very interesting conversations with students. Their first question to me is usually, "How can you be a librarian if you can't read?" I can read just sometimes I read differently. I'm always juggling my instruction with my sight. One time, it worked out for the best because I was teaching a visual literacy session on creating infographics. And while I could make out the shapes and shading of the graphs, I couldn't see the numbers or the explanatory text, so I could get the students really good feedback on what I was able to understand of their infographics while not being able to read. How has the profession been accessible or inaccessible for you? My need for electronic materials has actually prevented me from fully participating in many leadership opportunities, or even meetings. I've been involved in a number of library leadership institutes where the materials were only available in print, and the organizers had no idea how to deal with someone who required electronic materials. In one case, I had to withdraw my application because they couldn't guarantee that I'd be able to receive materials electronically in a timely manner, so I could be able to fully participate. I was taking an online course through ALA and I had to drop out because the materials, while they were electronic in form, were completely inaccessible to me. I don't always have the time and energy to educate and advocate for change. I'm human. Part of my job is educating people in accessibility. But if I'm paying you for a service, I expect to not give you free consultations. Though, in reality, I do a lot of educating for free. I have to do conversions on the fly many times and colleagues forget that I require electronic materials.

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Even after nearly a decade of dealing with this issue. I'll go into meetings where somebody quickly typed up and printed off copies of something to discuss, but they totally forgot to send me electronically. All of this, of course was pre pandemic. The lockdowns in the US have actually been really, really helpful for me, because suddenly everybody is working in the same electronic world and accessibility has been such a large part of discussion. The discussion centered around patrons and students but in the long run, it benefits disabled library staff as well. While we might not always think about our colleagues with disabilities, by making it an organizational priority to support accessibility, we inevitably wind up supporting our staff as well as our patrons. The pandemic has also helped me deal with my anxiety. If I'm having a panic attack during a meeting, I can mute myself and my video. If I need to do something to discharge a lot of anxious energy, I can do so without people staring in the window of my office watching me dance, shiver or rock. How can it be more inclusive? Be kind and be gracious, most of all. Share materials electronically and in print, and share it in the original format. If you made something in Word, share that word file. Don't automatically make everything into a PDF. Understand that anxiety can show its face in many ways, from intense productivity to being completely frozen, and everything in between. Just because someone looks fine to your eyes, doesn't mean that they aren't struggling internally. Nobody owes you an explanation of their identity. Nor do they need to prove to you that they are disabled.

### **Katelyn Quirin Manwiller 29:19**

Last we have Megan Touns, STEM librarian at St. Louis University. She will be sharing her experience with a mood disorder and anxiety.

### **Megan Touns 29:32**

How is your experience as someone with an invisible disability been impacted by the library profession? I have a mental disability--a mood disorder and anxiety. Things that might have minimal impact on others can be too stimulating for me. And I'm often in a hyper vigilant state. This is very draining! To mitigate negative effects, I'm always thinking ahead about a project's time commitment and how much energy it will take to accomplish. I might even need to pass up an opportunity that might get me promoted if I judge something costs too high. Take, for example, going to an in person conference. That can be exhausting for anyone. But I need to make sure they're truly worth it, because traveling, even if it was for vacation, can interfere with my ability to handle stress. Good stress is still stress. And I'll usually need to take a day or two of vacation after a conference to regain my equilibrium. The opportunity for professional development is great to have, but in some ways, it's rougher on me than actually going to work. I have to be very conscientious and strategic in how I accomplish my work and in what I commit to. To thrive, I have to be able to adjust my surroundings and boundaries and commitments to some degree. This is not always easy to do without putting myself on the line by disclosing my mental disability. Or if I don't explain what I'm doing, that also puts me in an awkward place because of the potential for misunderstandings and judgment. I've also, I've been very lucky working in libraries, because I've always worked with understanding colleagues and supervisors, but I still had to come out to these people one on one, in secret, putting my job in danger by doing so. And if someone doesn't come out, well, that's the catch 22 because it's also potentially dangerous. I have a librarian friend who was not as lucky as me. She never told anyone in a supervisor position about her disability. People talked about her behind her back and bullied her, even senior colleagues, and she left her job under questionable circumstances. How's librarianship been accessible or inaccessible to you?



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I want to focus on hiring here. The way we do hiring in academic libraries creates an unwelcoming environment to someone with an invisible mental disability. A lot of academic librarian interviews last for a day or even two. A day or two of constant interaction with and performance for people who have control over how your life will proceed is scary for anyone, right? Draining for anyone! It's a difficult process, no doubt about it. But for someone like me, the cognitive load of that much intense interaction can be destabilizing. It isn't about it being hard, which it is for everyone, or taxing which it is for everyone. It's that "taxing" means something different to people like me. For someone like me, intense stimulation can cause an imbalance in my emotional equilibrium. Something I work very hard to maintain, might take me days or even weeks to regain stability. Some people might say that means I can't "handle" a professional job. But it has nothing to do with whether I can handle the pressures of my job. Because of my job, I have some flexibility in how it's performed, and how much stimulation I let in. In an interview, I have almost no flexibility. I can't just say, "Oh, this can wait till tomorrow" or "I'd love to get lunch but I can't today." There were jobs that I never applied to because I knew I could only put my health on the line so many times. I had to be very picky. Another thing regarding hiring that can be problematic is around disclosure. My personal story is that I had to leave a tenure track position and went on Long Term Disability for a while. I moved to my hometown to recover around family and took a staff job at a university before recovering and wanting to return to a faculty position. This raised eyebrows and I got questions about it during interviews. I had to dance around the issue by saying things like "I have a chronic health issue, I needed to get care, and now I'm ready to return to the profession." While committees don't need to hear our life stories, we need to be able to ask questions that allow us to judge whether the position is one we can commit to while balancing our mental health needs. What's the workload like? What are the expectations regarding work hours? Are people given adequate time to work on projects or is the culture one of doing everything last minute? Are you expected to work nights and weekends? Questions like this don't mean we're not interested in the job itself, they mean we are! We just need to know if it's a job we can honestly commit to. How could the profession be more inclusive for people with invisible disabilities? I can only speak from my own experience with an invisible mental disability. I think the profession could be more inclusive by One: changing our interview process. Is a day or two really necessary? If we still think yes, can we shorten each day or break it up into small chunks and make the lunches and dinners optional--truly optional? Having flexible schedules and situations when possible is another thing we can do. The COVID-19 pandemic has shown that many of us can work from home just as well, if not better, than if we were on campus. We should be more trusting and flexible with our colleagues and supervisees. Number three: not expecting people to "prove" they were sick like having a doctor's note. Someone with a mental illness might have to unexpectedly take a sick day or days to take care of themselves. If we have the sick days, we should be able to use them. No questions asked or expected. No judgement. Number four: educating people about the realities of living with a mental illness so that people can feel safe to disclose (if they so choose) or safe not to disclose and yet people can still receive the same trust and understanding from their colleagues. One of the hardest things about invisible mental disabilities is the spectrum they exist on, the variable nature and severity of them, and how they can come and go. Working from home during the pandemic has been a game changer for me. And when we return to working in person, I hope I'm allowed to continue to work from home at least part time. I knew I lived in a state of hypervigilance at work and that this wore on my system, but working from home has taken so much of that away. I thought it was something I would always just have to grin and bear, but working from home shows me it isn't. I still have to be careful about workload and timing and other

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considerations to manage how stress is affecting my disability, but I'm free to deal with that straight on without being overwhelmed by my surroundings at the same time. I'm sure this is true for others as well. And I hope the profession will see that it is possible to have a flexible and functional work environment.

#### **Katelyn Quirin Manwiller 36:23**

To close out our panel, we want to leave you with some advice for removing barriers in your workplace to library workers with invisible disabilities. Start by learning disability concepts around inclusive language, disclosure, accommodation and critical disability theory. We have a list of recommended resources in our handout accompanying this presentation. Next provide training for staff on disability and accessibility for more than just patrons. Multiple studies have found that increased awareness and understanding about disability in the workplace would make people with invisible disabilities more comfortable disclosing and feeling included. And lastly, incorporate disability into your broader EDI efforts, including statements, programming and inclusive hiring and retention efforts. Remember to consider the ways disability intersects with other marginalized identities and strive for complex EDI advocacy that addresses those needs. [silence]

#### **Katelyn Quirin Manwiller 37:29**

Thank you for attending our recorded panel. We will now turn it over to a live 15 minute question and answer period.