Designing for Neurodiversity in Academia: Addressing Challenges and Opportunities in Human-Computer Interaction

Nathalie Alexandra Penglin
Tcherdakoff
Bristol Interaction Group
University of Bristol
Bristol, United Kingdom
UCL Interaction Centre
University College London
London, United Kingdom
alex.tcherdakoff@bristol.ac.uk

Grace Jane Stangroome
Bristol Interaction
Group @ School of Computer Science
University of Bristol
Bristol, United Kingdom
zp19454@bristol.ac.uk

Ashlee Milton
GroupLens
University of Minnesota
Minneapolis, Minnesota, USA
milto064@umn.edu

Catherine Holloway
UCL Interaction Centre
University College London
London, United Kingdom
Global Disability Innovation Hub
University College London
London, United Kingdom
c.holloway@ucl.ac.uk

Marta E. Cecchinato
Northumbria University
Newcastle
upon Tyne, United Kingdom
marta.cecchinato@northumbria.ac.uk

Antonella Nonnis
LCC, Design School
UAL
London, United Kingdom
Media Art Technology, EECS
QMUL
London, United Kingdom
a.nonnis@lcc.arts.ac.uk

Tessa Eagle
Computational Media
University of California, Santa Cruz
Santa Cruz, California, USA
teagle@ucsc.edu

Dena Al Thani
Computer Science and Engineering
Hamad Bin Khalifa University
Doha, Qatar
dalthani@hbku.edu.qa

Hwajung Hong
Korea Advanced
Institute of Science & Technology,
Daejon, Republic of Korea
hwajung@kaist.ac.kr

Rua Mae Williams
Computer Graphics and Technology
Purdue University
West Lafayette, Indiana, USA
rmwilliams@purdue.edu

Abstract

Academia is primarily structured around neurotypical norms, posing significant challenges for neurodivergent academics, who often face additional barriers that hinder their success. This Special Interest Group (SIG) examines the experiences of neurodiverse researchers in Human-Computer Interaction and explores how HCI can contribute to more inclusive academic environments. By bringing together HCI researchers, neurodiverse academics, and allies, this SIG aims to develop strategies for a more neurodivergent-inclusive, affirming, and supportive academic landscape. Since enhanced well-being can boost productivity, addressing these challenges may unlock greater research output and contributions, particularly by harnessing the talent and creativity of neurodivergent individuals. We will focus on challenges faced across career stages and roles (from students to senior academics, research to teaching staff), and explore the role of technology in academia — assessing how it alleviates and exacerbates barriers. Additionally, we aim to critically examine how policies and governance within the HCI community impact neurodiversity inclusion.

CCS Concepts

• **Human-centered computing** → **Accessibility theory, concepts and paradigms**.

Keywords

Neurodivergence, Neurodiversity, HCI, Academia

1 Introduction

Academia is predominantly structured around neurotypical norms [42, 44], posing significant challenges for an increasingly neurodivergent-aware population, with more individuals recognising their own neurodivergence or that of their peers [19, 58]. While these environments often pose accessibility barriers for neurotypical individuals [11, 40, 46, 57], the additional complexities neurodivergent academics face can further hinder success and confidence [4, 12, 13, 17, 19, 22, 47, 52, 54, 59, 61]. Indeed, systemic [techno]ableism persists in academia [55], creating compounded barriers for neurodivergent academics [4, 11–13, 17, 32, 35, 54, 59, 60]. The demand for academics to excel across all domains — research, management, teaching, engagement — places disproportionate strain on neurodivergent individuals [42, 43] throughout different stages of their career, though their inclusion brings significant cognitive and creative benefits to teams [49, 63]. While new technologies such as generative AI [7, 16, 69] can both heighten barriers [27, 28] and offer new neuro-inclusive tools [2, 18, 33], this Special Interest Group (SIG) seeks to explore these tensions across career stages and technologies, fostering a more inclusive academic landscape. Furthermore, it aims to explore both the lived experiences of neurodivergent researchers within HCI and the role of HCI in shaping more inclusive academic environments for neurodivergent staff and students [15, 20, 21, 24, 25, 31, 36, 53], focusing on three key areas:

(1) Challenges and Best Practices Across Career Stages and Roles: From students to senior academics, researchers to adjunct teaching faculty, we will examine the unique obstacles neurodivergent individuals face and discuss strategies for support and inclusion at each stage.

(2) Tensions in the Use of Technology in Education: The pervasive integration of various technologies in academia (from assistive technologies to generative AI) presents opportunities and challenges. We will explore how these technologies can alleviate or exacerbate existing barriers for neurodivergent academics.

(3) Institutional Policies and Governance in the HCI Community: We will critically examine how current policies, practices, and governance in academic institutions and the HCI community either enable or hinder neurodiversity inclusion.

Who's invited? This SIG welcomes neuro*diverse*[1] HCI academics and invites them to come together and collaboratively explore the challenges and opportunities for fostering a more inclusive academic environment. Neurodivergent academics and allies are particularly encouraged to participate[2].

This SIG aims to co-create actionable insights, frameworks, and strategies (in the form of a publicly availabe agenda [62]) to foster a more empowering, neuro-inclusive, and supportive academic landscape that improves research quality, diversity, and output. In doing so, we will address systemic barriers by bridging the gap between neurodivergent needs, technological innovation, and institutional policies [6, 70]. By integrating both human-centred technology (leveraging neurodiversity-HCI principles [20]) and inclusive governance, we thus aim to create a more neuro-affirming academic future that values and supports diverse contributions.

2 Background and Motivation

Twenty-five years ago, Kitchin highlighted that "spaces are currently organised to keep disabled people 'in their place'" [34], and arguably, little has changed since. Academia continues to embody structural ableism, reinforced through inaccessible online and physical spaces, signalling to disabled and neurodiverse academics that they are not welcome and have less value [4, 11–13, 17, 32, 35, 54, 59, 60, 71]. This exclusion is a manifestation of technoableism [55], where technology and design choices implicitly prioritise neurotypical and able-bodied experiences, further marginalising those who do not conform to these standards. The marginalisation and stigmatisation of neurodivergent students starts well before higher education, as the education system overall expects and rewards neuro-normative behaviour and labels and punishes non-conformity [3, 5, 45]. This stigma follows students through to higher education if they are not pushed out by burnout before reaching it [4, 12, 17, 19, 60].

For academic faculty, fears around job security often prevent disclosure of disabilities [71], with some feeling unsafe to reveal their conditions while others are pressured into doing so [39]. The invisibility of disabled academics [46] perpetuates the stigma around disability, reinforcing the idea that success in academia is tied to able-bodied or neurotypical norms. However, neuro-normative expectations in academia [26, 29, 50] leading to a lack of disclosure may deprive students of exposure to the reality of disabled academics. This leads to increasing biases about academia not being available for disabled people [65], reducing the number of disabled students entering university and becoming academic staff themselves. To create a more inclusive environment, it is thus essential to address academic policies and governance structures that contribute to these systemic barriers, which this SIG seeks to create meaningful discourse around.

Cyborg theory offers a nuanced lens through which to view the relationship between disabled academics and technology: cyborg identity embodies a blending of the human and technological, where assistive technologies and adaptive tools can become extensions of the self [30, 48, 66, 67]. This fusion can empower neurodivergent and disabled individuals to navigate hostile environments. Still, it also reveals a tension: instead of disrupting ableist norms, technology is often framed as a way to help individuals "fit in" to fundamentally exclusionary environments [41, 56]. In this SIG, we thus acknowledge cyborg theory in our approach to this issue.

The motivation for this SIG extends beyond simply addressing

---

[1]Neuro*diverse* academics here encompasses both neuro*divergent* and neuro*typical* HCI academics as long as they are interested in neurodiversity inclusion.

[2]Acknowledging that disclosure is a personal choice with real ramifications and, thus, should not come from external pressure.

the challenges neurodivergent academics face. While neurotypical norms in academia can be exclusionary, neurodivergent individuals bring significant creative and cognitive strengths to their teams and institutions [49, 63]. Embracing ability-based design [68] and interdependence theory [9, 64], we can shift the conversation toward recognising how neurodivergent academics can enhance research and innovation when fully included. For example, the expectation that academics excel across all areas — project management, public engagement, teaching, and research [42] — can be especially burdensome for neurodivergent individuals [43, 44]. We must rethink these demands, promoting more inclusive recruitment processes and team-based approaches [1, 8]. While technological challenges such as generative AI [7, 16, 69] (which may play a role in amplifying the biases that already exist [27, 28] but may also become an important tool for neuro-inclusivity [2, 18, 33]) are important, they should be considered within the broader framework of technological tensions and best practices. By exploring these issues across different career stages and academic roles, this SIG aims to foster a more inclusive, empowering academic landscape that values neurodivergent contributions. The organisers, deeply committed to these efforts, bring together diverse perspectives to foster a more inclusive future.

2.1 Positionality

Members of the organising team are various combinations of neurodivergent, disabled, mad [10, 37, 51], queer [14, 23], and ethnically marginalised. Despite belonging to the communities we are writing about, we recognise that as participants in academia, we have privileges that others in our community do not. As such, we lack knowledge of many factors interfering with neurodivergent access to and within academia. Our goal is not merely to address neurodivergent exclusions that we have experienced but to explore the edges of these experiences to deliberately break apart and disrupt the practices in academia that cause broad harm and exclusions across differences.

3 The SIG: Plans and Outcomes

Our plan for the SIG is to foster a pre- and post-SIG **community** and to address issues in a bottom-up, community-driven way [23] during the SIG. We plan it as a **show-and-tell and discussion** session, with the outcome goals of the discussion being an **agenda** (addressing all three key points listed in the introduction).

3.1 Pre-SIG: Community

We will recruit participants by sharing a link to our community (Slack group) via multiple outlets such as a post on LinkedIn, CHI spaces such as Discord, X, and Slack servers, CHI Meta Facebook group, and email distribution lists. Before the SIG, we will create a **Slack** group for participants to join and continue the supportive conversation after the SIG. We will create and link a **Padlet** to the Slack group. The Padlet will include examples of what to *optionally* bring in for the show-and-tell portion of the SIG, so that participants can add theirs to the Padlet before the SIG date. These examples will include a template for a journey map (which participants would be free to deviate from); participants could also bring in a short story, vignette, scenario, a zine, or another creative output, as long as it pertains to the talking points, which would also be included on the Padlet with these instructions. We will send participants a Microsoft Form to ask

them about access needs, consent to record, and if they would like to be matched with another participant to make them feel less socially anxious and lost. We will run this matchmaking service according to participant-requested preferences. We will also test our technical setup before the SIG to make sure all accessibility provisions can unfold as planned in a rehearsal pre-SIG with organisers.

3.2 75 Minutes: Show-and-Tell and Discussion

During the hybrid SIG (after a brief, 2-minute introduction), pre-selected participants (based on **community** responses, relevance, willingness of the participants, and organiser selection) would be invited to show their contributions, speaking for one to four minutes each. Each show-and-tell would be followed by a brief discussion, with concrete goals being added to the **agenda** in each of the three categories, amended throughout the session. The final agenda would be shared after the SIG, on Padlet, Slack, and in the form of a formal outcomes document.

3.3 Accessibility

Our commitment to accessibility is paramount to the community we seek to build with this SIG. In order to achieve this, as discussed, we will ask all participants about any accommodations we can make for them. During the SIG, we will encourage and accommodate hybrid participation, we will honour all forms of communication, and we will leave special time for written or other non-verbal contributions to the discussion [38, 72]. We will encourage all participants to include their names and pronouns when contributing to the discussion and to help us create an overall low-fragrance environment. We also welcome floor seating, sensory accommodations such as fidgets and ear-defenders, and movement.

3.4 Post-SIG: Going Further

We will invite the wider CHI Community to join the Slack group and view (but not edit) the Padlet where the discussion and agenda were recorded. This should enable a continuous international conversation about improving accessibility at CHI and Academia as a whole, as it gives a space for future collaborative work. Our **agenda document**, with its concrete goals in the three key categories, will be available publicly, and regular community discussions post-SIG will be continued by the organisers in order to keep the conversation going.

References

[1] [n. d.]. Neurodiversity Hiring | Global Diversity and Inclusion at Microsoft. https://www.microsoft.com/en-us/diversity/inside-microsoft/cross-disability/neurodiversityhiring

[2] Arfan Ahmed, Asmaa Hassan, Sarah Aziz, Alaa A Abd-alrazaq, Nashva Ali, Mahmood Alzubaidi, Dena Al-Thani, Bushra Elhusein, Mohamed Ali Siddig, Maram Ahmed, and Mowafa Househ. 2023. Chatbot features for anxiety and depression: A scoping review. *Health Informatics Journal* 29, 1 (Jan. 2023), 14604582221146719. doi:10.1177/14604582221146719

[3] Neil Alexander-Passe and Head of Learning Support, Mill Hill School, London. 2015. The Dyslexia Experience: Difference, Disclosure, Labelling, Discrimination and Stigma. *Asia Pacific Journal of Developmental Differences* 2, 2 (July 2015), 202–233. doi:10.3850/S2345734115000290

[4] Anastasia H. Anderson, Mark Carter, and Jennifer Stephenson. 2018. Perspectives of University Students with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders* 48, 3 (March 2018), 651–665. doi:10.1007/s10803-017-3257-3

[5] Benoite Aubé, Alice Follenfant, Sébastien Goudeau, and Cyrielle Derguy. 2021. Public Stigma of Autism Spectrum Disorder at School: Implicit Attitudes Matter. *Journal of Autism and Developmental Disorders* 51, 5 (May 2021), 1584–1597. doi:10.1007/s10803-020-04635-9

[6] Shaowen Bardzell and Jeffrey Bardzell. 2011. Towards a feminist HCI methodology: social science, feminism, and HCI. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (CHI '11)*. Association for Computing Machinery, New York, NY, USA, 675–684. doi:10.1145/1978942.1979041

[7] Amon Barros, Ajnesh Prasad, and Martyna Śliwa. 2023. Generative artificial intelligence and academia: Implication for research, teaching and service. *Management Learning* 54, 5 (Nov. 2023), 597–604. doi:10.1177/13505076231201445

[8] Olivia Tyson Olivia Tyson is an educational coach who works for the ICEProgram at Middlesex Community College in Bedford, Massachusetts She helps students in the classroom, As Well as with Homework Assignments, Social Connections, immersion into campus life She also has a younger brother named Nick who has autism, attends a residential program Olivia enjoys teaching, studying, Creating Art, and Spending Time with Her Family. 2018. Microsoft: Autism-Inclusive Hiring. https://www.stairwaytostem.org/autism-inclusive-hiring-spotlight-microsoft/

[9] Cynthia L. Bennett, Erin Brady, and Stacy M. Branham. 2018. Interdependence as a Frame for Assistive Technology Research and Design. In *Proceedings of the 20th International ACM SIGACCESS Conference on Computers and Accessibility (ASSETS '18)*. Association for Computing Machinery, New York, NY, USA, 161–173. doi:10.1145/3234695.3236348

[10] Peter Beresford. 2020. 'Mad', Mad studies and advancing inclusive resistance. *Disability & Society* 35, 8 (Sept. 2020), 1337–1342. doi:10.1080/09687599.2019.1692168

[11] Kaycee Lynn Bills. 2019. A Review of Literature: Identifying Barriers to Academic Success Among Students with Disabilities Attending College in Rural Regions. *Contemporary Rural Social Work Journal* 11, 1 (Jan. 2019). doi:10.61611/2165-4611.1187

[12] Yasamine Bolourian, Sasha M. Zeedyk, and Jan Blacher. 2018. Autism and the University Experience: Narratives from Students with Neurodevelopmental Disorders. *Journal of Autism and Developmental Disorders* 48, 10 (Oct. 2018), 3330–3343. doi:10.1007/s10803-018-3599-5

[13] Valeria Borsotti, Andrew Begel, and Pernille Bjørn. 2024. Neurodiversity and the Accessible University: Exploring Organizational Barriers, Access Labor and Opportunities for Change. *Proceedings of the ACM on Human-Computer Interaction* 8, CSCW1 (April 2024), 1–27. doi:10.1145/3641011

[14] Robin Brontsema. 2004. A Queer Revolution: Reconceptualizing the Debate Over Linguistic Reclamation. doi:10.25810/DKY3-ZQ57

[15] Sabrina Burtscher and Kathrin Gerling. 2024. Neurodivergence and Work in Human-Computer Interaction: Mapping the Research Landscape. In *Proceedings of the 3rd Annual Meeting of the Symposium on Human-Computer Interaction for Work*. ACM, Newcastle upon Tyne United Kingdom, 1–14. doi:10.1145/3663384.3663386

[16] Chew-Hung Chang and Gillian Kidman. 2023. The rise of generative artificial intelligence (AI) language models - challenges and opportunities for geographical and environmental education. *International Research in Geographical and Environmental Education* 32, 2 (April 2023), 85–89. doi:10.1080/10382046.2023.2194036

[17] Brandi L. Chew, Scott A. Jensen, and Lee A. Rosén. 2009. College Students' Attitudes Toward Their ADHD Peers. *Journal of Attention Disorders* 13, 3 (Nov. 2009), 271–276. doi:10.1177/1087054709333347

[18] Dasom Choi, Sunok Lee, Sung-In Kim, Kyungah Lee, Hee Jeong Yoo, Sangsu Lee, and Hwajung Hong. 2024. Unlock Life with a Chat(GPT): Integrating Conversational AI with Large Language Models into Everyday Lives of Autistic Individuals. In *Proceedings of the CHI Conference on Human Factors in Computing Systems*. ACM, Honolulu HI USA, 1–17. doi:10.1145/3613904.3641989

[19] Lynn Clouder, Mehmet Karakus, Alessia Cinotti, María Virginia Ferreyra, Genoveva Amador Fierros, and Patricia Rojo. 2020. Neurodiversity in higher education: a narrative synthesis. *Higher Education* 80, 4 (Oct. 2020), 757–778. doi:10.1007/s10734-020-00513-6

[20] Nick S. Dalton. 2013. Neurodiversity HCI. *Interactions* 20, 2 (March 2013), 72–75. doi:10.1145/2427076.2427091

[21] Maitraye Das, John Tang, Kathryn E. Ringland, and Anne Marie Piper. 2021. Towards Accessible Remote Work: Understanding Work-from-Home Practices of Neurodivergent Professionals. *Proceedings of the ACM on Human-Computer Interaction* 5, CSCW1 (April 2021), 1–30. doi:10.1145/3449282

[22] Breanna Desrochers, Ella Tuson, and John Magee. 2019. Evaluation of Why Individuals with ADHD Struggle to Find Effective Digital Time Management Tools. In *The 21st International ACM SIGACCESS Conference on Computers and Accessibility*. ACM, Pittsburgh PA USA, 603–605. doi:10.1145/3308561.3354622

[23] Michael Ann DeVito, Caitlin Lustig, Ellen Simpson, Kimberley Allison, Tee Chuanromanee, Katta Spiel, Amy Ko, Jennifer Rode, Brianna Dym, Michael Muller,

Morgan Klaus Scheuerman, Ashley Marie Walker, Jed Brubaker, and Alex Ahmed. 2021. Queer in HCI: Strengthening the Community of LGBTQIA+ Researchers and Research. In *Extended Abstracts of the 2021 CHI Conference on Human Factors in Computing Systems*. ACM, Yokohama Japan, 1–3. doi:10.1145/3411763.3450403

[24] Nancy Doyle. 2020. Neurodiversity at work: a biopsychosocial model and the impact on working adults. *British Medical Bulletin* 135, 1 (Oct. 2020), 108–125. doi:10.1093/bmb/ldaa021

[25] Patrick Dwyer, Erica Mineo, Kristin Mifsud, Chris Lindholm, Ava Gurba, and T.C. Waisman. 2022. Building Neurodiversity-Inclusive Postsecondary Campuses: Recommendations for Leaders in Higher Education. *Autism in Adulthood* (Sept. 2022), aut.2021.0042. doi:10.1089/aut.2021.0042

[26] Cihat Erbil, Mustafa F. Özbilgin, and Nur Gündoğdu. 2024. Neuronormativity as ignorant design in human resource management: The case of an unsupportive national context. *Human Resource Management Journal* (Sept. 2024), 1748–8583.12573. doi:10.1111/1748-8583.12573

[27] Kate Glazko, Yusuf Mohammed, Ben Kosa, Venkatesh Potluri, and Jennifer Mankoff. 2024. Identifying and Improving Disability Bias in GPT-Based Resume Screening. In *The 2024 ACM Conference on Fairness, Accountability, and Transparency*. ACM, Rio de Janeiro Brazil, 687–700. doi:10.1145/3630106.3658933

[28] Philipp Hacker, Brent Mittelstadt, Frederik Zuiderveen Borgesius, and Sandra Wachter. 2024. Generative Discrimination: What Happens When Generative AI Exhibits Bias, and What Can Be Done About It. doi:10.48550/ARXIV.2407.10329

[29] Lorna G. Hamilton and Stephanie Petty. 2023. Compassionate pedagogy for neurodiversity in higher education: A conceptual analysis. *Frontiers in Psychology* 14 (2023), 1093290. doi:10.3389/fpsyg.2023.1093290

[30] Donna J. Haraway and Cary Wolfe. 2016. *Manifestly Haraway*. University of Minnesota Press. doi:10.5749/minnesota/9780816650477.001.0001

[31] Chiara Horlin, Barbora Hronska, and Emily Nordmann. 2024. I can be a "normal" student: the role of lecture capture in supporting disabled and neurodivergent students' participation in higher education. *Higher Education* (March 2024). doi:10.1007/s10734-024-01201-5

[32] Louis Hu. 2023. Towards a Critical Participatory Design Approach for the Neurodivergent : A Case Study for Students with ADHD. https://essay.utwente.nl/97892/

[33] Tori Jesse. 2023. Creating Neuro-Inclusive Learning Environments: Integrating Generative AI and Outcome-Led Selection of Teaching Methods. In *Advances in Higher Education and Professional Development*, Shanna Jamanis and Dawn Vogler-Elias (Eds.). IGI Global, 79–99. doi:10.4018/979-8-3693-0163-0.ch004

[34] Rob Kitchin. 1999. Creating an Awareness of Others: Highlighting the Role of Space and Place. *Geography* 84, 1 (1999), 45–54. https://www.jstor.org/stable/40573246 Publisher: Geographical Association.

[35] Soo Jin Kwon, Yoonjung Kim, and Yeunhee Kwak. 2018. Difficulties faced by university students with self-reported symptoms of attention-deficit hyperactivity disorder: a qualitative study. *Child and Adolescent Psychiatry and Mental Health* 12, 1 (Dec. 2018), 12. doi:10.1186/s13034-018-0218-3

[36] Heiner Lachenmeier. 2023. Directly Job-Related: ADHD Works! In *ADHD and Success at Work*. Springer International Publishing, Cham, 49–87. doi:10.1007/978-3-031-13437-1_5

[37] Danielle Landry. 2017. Survivor research in Canada: 'talking' recovery, resisting psychiatry, and reclaiming madness. *Disability & Society* 32, 9 (Oct. 2017), 1437–1457. doi:10.1080/09687599.2017.1322499

[38] Chandra Lebenhagen. 2020. Including Speaking and Nonspeaking Autistic Voice in Research. *Autism in Adulthood* 2, 2 (June 2020), 128–131. doi:10.1089/aut.2019.0002

[39] Sally Lindsay and Kristina Fuentes. 2022. It Is Time to Address Ableism in Academia: A Systematic Review of the Experiences and Impact of Ableism among Faculty and Staff. *Disabilities* 2, 2 (June 2022), 178–203. doi:10.3390/disabilities2020014 Number: 2 Publisher: Multidisciplinary Digital Publishing Institute.

[40] Bridget Terry Long. 2014. Addressing the Academic Barriers to Higher Education. (June 2014). http://hdl.handle.net/10919/90811

[41] Jennifer Mankoff, Gillian R. Hayes, and Devva Kasnitz. 2010. Disability studies as a source of critical inquiry for the field of assistive technology. In *Proceedings of the 12th international ACM SIGACCESS conference on Computers and accessibility (ASSETS '10)*. Association for Computing Machinery, New York, NY, USA, 3–10. doi:10.1145/1878803.1878807

[42] Lynn Martin, Gemma Lord, and Izzy Warren-Smith. 2020. Juggling hats: academic roles, identity work and new degree apprenticeships. *Studies in Higher Education* 45, 3 (March 2020), 524–537. doi:10.1080/03075079.2018.1550478

[43] Liam G. E. McDermott and Nazeer A. Mosley. 2023. "Academia as a whole is structured entirely without any consideration for neurodivergency," and other things neurodivergent students want you to know. In *2023 Physics Education Research Conference Proceedings*. American Association of Physics Teachers, Sacramento, CA, 217–223. doi:10.1119/perc.2023.pr.McDermott

[44] Damian Mellifont. 2023. Ableist ivory towers: a narrative review informing about the lived experiences of neurodivergent staff in contemporary higher education. *Disability & Society* 38, 5 (May 2023), 865–886. doi:10.1080/09687599.2021.1965547

[45] Ashley N. Metzger and Laura T. Hamilton. 2021. The Stigma of ADHD: Teacher Ratings of Labeled Students. *Sociological Perspectives* 64, 2 (April 2021), 258–279. doi:10.1177/0731121420937739

[46] Anabel Moriña. 2024. When what is unseen does not exist: disclosure, barriers

and supports for students with invisible disabilities in higher education. *Disability & Society* 39, 4 (April 2024), 914–932. doi:10.1080/09687599.2022.2113038

[47] Anabel Moriña, Víctor H. Perera, and Rafael Carballo. 2020. Training Needs of Academics on Inclusive Education and Disability. *SAGE Open* 10, 3 (July 2020), 215824402096275. doi:10.1177/2158244020962758

[48] Isla Ng. 2017. The Digitization of Neurodiversity: Real Cyborgs and Virtual Bodies. *Atlantis: Critical Studies in Gender, Culture & Social Justice* 38, 2 (Dec. 2017), 160–170. https://atlantisjournal.ca/index.php/atlantis/article/view/5348

[49] Tania Pasarín-Lavín, Trinidad García, Amanda Abín, and Celestino Rodríguez. 2024. Neurodivergent students. A continuum of skills with an emphasis on creativity and executive functions. *Applied Neuropsychology: Child* (Sept. 2024), 1–13. doi:10.1080/21622965.2024.2406914

[50] A Power and A Connolly I. 2024. *Qualitative Exploration of Adult ADHD: Masking, Academic and Psychosocial Self-Concept and Functioning.* Ph. D. Dissertation. IADT. https://onshow.iadt.ie/wp-content/uploads/sites/6/2024/03/Thesis-1.pdf

[51] Mohammed Abouelleil Rashed. 2020. The Identity of Psychiatry and the Challenge of Mad Activism: Rethinking the Clinical Encounter. *The Journal of Medicine and Philosophy: A Forum for Bioethics and Philosophy of Medicine* 45, 6 (Nov. 2020), 598–622. doi:10.1093/jmp/jhaa009

[52] Dora M. Raymaker, Alan R. Teo, Nicole A. Steckler, Brandy Lentz, Mirah Scharer, Austin Delos Santos, Steven K. Kapp, Morrigan Hunter, Andee Joyce, and Christina Nicolaidis. 2020. "Having All of Your Internal Resources Exhausted Beyond Measure and Being Left with No Clean-Up Crew": Defining Autistic Burnout. *Autism in Adulthood* 2, 2 (June 2020), 132–143. doi:10.1089/aut.2019.0079

[53] Siva Priya Santhanam. 2023. An Interactive and Neurodiversity-Affirming Approach to Communication Supports for Autistic Students Through Videogaming. *Language, Speech, and Hearing Services in Schools* 54, 1 (Jan. 2023), 120–139. doi:10.1044/2022_LSHSS-22-00027

[54] Jane A. Sedgwick-Müller, Ulrich Müller-Sedgwick, Marios Adamou, Marco Catani, Rebecca Champ, Gísli Gudjónsson, Dietmar Hank, Mark Pitts, Susan Young, and Philip Asherson. 2022. University students with attention deficit hyperactivity disorder (ADHD): a consensus statement from the UK Adult ADHD Network (UKAAN). *BMC Psychiatry* 22, 1 (Dec. 2022), 292. doi:10.1186/s12888-022-03898-z

[55] Ashley Shew. 2020. Ableism, Technoableism, and Future AI. *IEEE Technology and Society Magazine* 39, 1 (March 2020), 40–85. doi:10.1109/MTS.2020.2967492

[56] Katta Spiel. 2023. Materialising Cyborg Bodies – Technology Approaches in Dialogue with Disability Cultures. *CHI '23 Workshop - Body X Materials* (April 2023). https://rca-media2.rca.ac.uk/documents/22_-_2023____CHI_Workshop_Body_X_Materials-2_compressed_-_Katta_Spiel.pdf

[57] Michael Stebleton and Krista Soria. 2013. Breaking down barriers: Academic obstacles of first-generation students at research universities. (June 2013). https://hdl.handle.net/11299/150031

[58] Jennifer L. Stevenson and Nicole L. Dalasio. [n. d.]. Chapter 14: From Awareness to Acceptance: Transformative Approaches to Teaching Neurodiversity. In *How We Teach Now: The GSTA Guide to Transformative Teaching.* https://teachpsych.org/ebooks/howweteachnow-transformative

[59] Kate Strickland. 2019. Together But Apart: How University Accessibility Standards Fail To Deliver Full Inclusion And Why It Matters. (May 2019). https://hdl.handle.net/2152/75511

[60] Connie Syharat, Alexandra Hain, Arash Esmaili Zaghi, and Catherine Berdanier. 2023. Burnout: The Cost of Masking Neurodiversity in Graduate STEM Programs. In *2023 ASEE Annual Conference & Exposition Proceedings*. ASEE Conferences, Baltimore , Maryland, 43092. doi:10.18260/1-2--43092

[61] Connie Mosher Syharat, Alexandra Hain, Arash E. Zaghi, Rachael Gabriel, and Catherine G. P. Berdanier. 2023. Experiences of neurodivergent students in graduate STEM programs. *Frontiers in Psychology* 14 (June 2023), 1149068. doi:10.3389/fpsyg.2023.1149068

[62] Mohammad Tahaei, Marios Constantinides, Daniele Quercia, Sean Kennedy, Michael Muller, Simone Stumpf, Q. Vera Liao, Ricardo Baeza-Yates, Lora Aroyo, Jess Holbrook, Ewa Luger, Michael Madaio, Ilana Golbin Blumenfeld, Maria De-Arteaga, Jessica Vitak, and Alexandra Olteanu. 2023. Human-Centered Responsible Artificial Intelligence: Current & Future Trends. In *Extended Abstracts of the 2023 CHI Conference on Human Factors in Computing Systems (CHI EA '23)*. Association for Computing Machinery, New York, NY, USA, 1–4. doi:10.1145/3544549.3583178

[63] Niescja E. Turner and Heather Haynes Smith. 2023. Supporting neurodivergent talent: ADHD, autism, and dyslexia in physics and space sciences. *Frontiers in Physics* 11 (Aug. 2023), 1223966. doi:10.3389/fphy.2023.1223966

[64] Paul A. M. Van Lange and Daniel Balliet. 2015. Interdependence theory. In *APA handbook of personality and social psychology, Volume 3: Interpersonal relations.*, Mario Mikulincer, Phillip R. Shaver, Jeffry A. Simpson, and John F. Dovidio (Eds.). American Psychological Association, Washington, 65–92. doi:10.1037/14344-003

[65] Alison Wilde. 2022. Representation in higher education. *British Journal of Sociology of Education* 43, 6 (Aug. 2022), 984–993. doi:10.1080/01425692.2022.2105459

[66] Rua M. Williams and Juan E. Gilbert. 2019. Cyborg Perspectives on Computing Research Reform. In *Extended Abstracts of the 2019 CHI Conference on Human Factors in Computing Systems*. ACM, Glasgow Scotland Uk, 1–11. doi:10.1145/3290607.3310421

[67] Rua Mae Williams and Chorong Park. 2023. Cyborg Assemblages: How autistic adults construct sociotechnical networks to support cognitive function. In *Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems*. ACM, Hamburg Germany, 1–15. doi:10.1145/3544548.3581556

[68] Jacob O. Wobbrock, Shaun K. Kane, Krzysztof Z. Gajos, Susumu Harada, and Jon Froehlich. 2011. Ability-Based Design: Concept, Principles and Examples. *ACM Transactions on Accessible Computing* 3, 3 (April 2011), 1–27. doi:10.1145/1952383.1952384

[69] Wilson Kia Onn Wong. 2024. The sudden disruptive rise of generative artificial intelligence? An evaluation of their impact on higher education and the global workplace. *Journal of Open Innovation: Technology, Market, and Complexity* 10, 2 (June 2024), 100278. doi:10.1016/j.joitmc.2024.100278

[70] Qian Yang, Richmond Y. Wong, Steven J. Jackson, Sabine Junginger, Margaret D. Hagan, Thomas Gilbert, and John Zimmerman. 2024. The Future of HCI-Policy Collaboration. doi:10.48550/arXiv.2409.19738 arXiv:2409.19738.

[71] Anon Ymous, Katta Spiel, Os Keyes, Rua M. Williams, Judith Good, Eva Hornecker, and Cynthia L. Bennett. 2020. "I am just terrified of my future" Epistemic Violence in Disability Related Technology Research. In *Extended Abstracts of the 2020 CHI Conference on Human Factors in Computing Systems*. ACM, Honolulu HI USA, 1–16. doi:10.1145/3334480.3381828

[72] Dolly Jesusita Young. 1990. An Investigation of Students' Perspectives on Anxiety and Speaking. *Foreign Language Annals* 23, 6 (Dec. 1990), 539–553. doi:10.1111/j.1944-9720.1990.tb00424.x