

Review Of Evans, N., Broido, E., Brown, K., Wilke, A. (2017).
Disability In Higher Education: A Social Justice Approach. San
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The authors of *Disability in Higher Education: A Social Justice Approach* each identify as having one or more disabilities. Their shared experiences of higher education and advocacy were the catalyst that prompted the publishing of this book. Its aim is to move away from the traditional concept of disability being viewed as a deficit or problem and instead approach disability as a campus wide issue rather than the sole province of disability services. The use of a social justice lens is described as one that explicitly recognises and challenges ableism present in individuals, institutions and society, accepting that bodies and minds come in a wide variety of forms and advocates that all people are deserving of respect and equality regardless of how they function. In applying a social justice perspective against a backdrop of the Higher Education setting in the United States, the authors provide a unique and critical view of how academia must evolve to support the needs of the increasingly diverse student populations.

Subdividing the book into four parts - Foundational Concepts, Population Specific Experiences, Environmental Issues and Serving students, the authors intentionally bring the reader on a journey from historical, theoretical and legal concepts, through an exploration of literature and environmental issues before finally focusing on practice orientated chapters.

* URL:<http://ojs.aishe.org/index.php/aishe-j/article/view/362>

The structure of each chapter is consistent beginning with a personal quotation from a faculty member or student with a disability and ending with discussion questions prompting the reader to reflect on the relevance of the issues to their own environment.

The opening chapters explore the foundational concepts of disability from the historical evolution of services in colleges, through the various models of disability to an examination of the context within which society views and experiences disability. The first chapter focuses on three themes used to illustrate why social justice is necessary – deaf education, the influence of war veterans and disability activism. Although the book is primarily based in the US and readers outside of this jurisdiction may be slightly sceptical about the relevance of some of the themes to their own experiences, it provides valuable insight into how progress in ascertaining the rights of students with disabilities has only evolved in response to pressure and litigation. The chapter concludes with a table of significant moments in the history of disability in the US providing an informative and enlightening look at the progression of disability services from the 1775 to present day. In addressing the theoretical models and frameworks around disability, the authors demonstrate how practice is shaped by theory. The first section concludes by presenting statistics on the most prevalent categories of disabilities students present with in US higher education. The authors then provide useful descriptions for each of these impairments.

Part 2 focuses on disability identity, student populations and faculty with disabilities. It explores typical experiences and thought processes of individuals with particular identity groups. Pertinent discussion on topics including disclosure, race, ethnicity, religion and sexual orientation are included. Consequently, by applying a social lens to these topics, the importance of institutions creating educational environments that are inclusive and welcoming is highlighted.

The third part of the book provides a comprehensive view of environmental issues including campus environments, campus climate, universal design, assistive technology and classroom instructional interventions. Practical suggestions on creating inclusive campus environments such as classroom design, furniture, lighting, student accommodation and accessibility are included. The importance of Universal Design in ensuring the provision of inclusive, flexible, and supportive learning environments for students with disabilities is outlined in Chapter 10.

Principles and application of Universal Design in learning and instruction are covered. The inclusion of tables to illustrate guidelines and applications throughout the chapter are particularly useful. The impact that assistive technology can have on those with disabilities is analysed in chapter 11. Beginning with the history of assistive technology, it examines the areas of accessible, adaptable and universally designed technology. Effective and practical guidelines for accessible design are provided including examples of assistive technology commonly used by students in higher education. The concluding part of this section is particularly relevant to academic staff trying to meet the needs of an increasingly diverse student population. It provides comprehensive guidance and examples of inclusive teaching and evaluation strategies across all academic disciplines.

The focal point of the final section is the disability resource offices and staff in colleges who support students on their journey into and throughout the college years. It outlines core activities of disability resource offices including practical examples of accommodations for students with disabilities. The authors note the salient issue of the limitations within which disability resource offices work and emphasise the pertinence of moving towards a social justice approach. This involves the shared responsibility of the entire campus community in raising knowledge and awareness of disability related issues. Addressing the challenge of retention and graduation of students with disabilities, the authors provide guidance on how student affairs practitioners can use universal design principals and advocate for social justice.

In writing this publication, the authors have produced a valuable resource for all involved in supporting students with disabilities throughout their educational experience. In bringing the reader through the journey from the historical background of the evolution of disability resources services through to an analysis of modern day services, it is enlightening to see how far we have come. Yet, it is apparent that there is still significant room for improvement in the quest for accessibility and equality. In order to progress further, we need to review and adapt our traditional approach. Students and staff involved in disability support in higher education will welcome the application of a social justice approach to creating supportive and inclusive campuses. A key message of the social justice model is that using universal design to modify mainstream environments will make it accessible to everyone, benefiting the wider diverse college populations, not just those who identify with disabilities. This book offers pertinent guidance and strategies on how higher education campuses can address issues

around ableism and ensure that they are inclusive to all. It should be of interest and a recommended read not only for those in the front line provision of support but also the strategic planners of higher education.