Carney Strange and Donna Hardy Cox, *Serving Diverse Students in Canadian Higher Education*. Montreal & Kingston: McGill-Queen's University Press, 2016, xiv, 290pp., \$39.95.

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The theme of diversity in higher education has been slowly emerging in the scholarly literature during recent years, bringing challenges to the table that until a while ago were not widely addressed. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) report entitled "Trends in Global Higher Education" brings to the surface the term "academic revolution," a continuous process in the global socioeconomic climate, marked by globalization, privatization of many public academic institutions, diversification of the curriculum, and bridging the inequality gaps within the student population. According to the report, "making higher education more inclusive requires not only moving historically underrepresented groups into higher education but also meeting their unique needs" (Altbach et al. 2009, xxiv).

Serving Diverse Students in Canadian Higher Education not only brings the vital issue of inclusiveness to the surface but, more importantly, provides a practical perspective on how creating more inclusive and welcoming campuses across Canada can better serve different groups of students. The authors discuss diversity and particular paradigms of different minority groups within the student body through the prism of students' success.

The co-editors of this monograph come with an extensive background in education: Carney Strange is a professor emeritus at Bowling Green State University, Department of Higher Education and Students Affairs, and Donna Hardy Cox is dean of the School of Social Work and also teaches in the Faculty of Education at Memorial University of Newfoundland. The two authors previously published *Achieving Student Success: Effective Student Services in Canadian Higher Education* and further elaborate on the theme of success in the current publication by discussing diverse student groups and their needs and by acknowledging perspectives of the population groups that until recently have represented minority or so-called "non-traditional" groups in universities.

The book is divided into three sections. Section one deals with the theoretical framework for outlining the trajectory for students' success, including the theories that inform "the learning, growth, and development of post-secondary students" (12). In this context, Carney Strange defines the achievement of students' success as "articulating the goals that define this concept, as well as the pathways that lead to its attainment" (12). We will see this framework applied and further developed throughout the book. Section two discusses services for different diversity groups on campuses: Aboriginal, international, black, and francophone students, students from the LGBTQ (lesbian, gay, bisexual, transgender, queer, and questioning) community, students with disabilities, mature adult learners, and first-generation students. Each chapter in this section starts with a short illustrative case study, which helps the reader to understand better the context these students are situated in. Most of the chapters provide practical recommendations at the end with some references to student services in institutions across Canada. This might be helpful for readers who would like to replicate the services in their own universities. The last section provides elaborated conclusions with a variety of strategies on how to serve better these diverse groups and offers relevant historical case studies from across Canadian universities that are extremely interesting to read.

Each of the book's chapters is written by an expert in the domain related to the specific student group represented (see the list of contributors, 269–274). The contributors were very well chosen, as they not only represent institutions from across Canada, but most also have extensive practical experience in working with students in the capacity of professors, directors of student services and student academic support, advocates for student success and diversity, as well as international student officers, among others.

Each chapter in section two of the book addresses important concerns for a particular group of students in the university setting and within society as a whole. Thus, for example, when writing about Aboriginal students, Michelle Pidgeon discusses the need for a more culturally sensitive approach to be applied to pedagogical practices. This includes Indigenous "ways of knowing" and sensitivity to the needs of Aboriginal communities (37–38). Similarly, when discussing issues related to the success of black students, Susan McIntyre and Barb Hamilton-Hinch approach this question with an awareness of different educational and cultural backgrounds within the black population and discuss special support in their institution for students of African descent, which proves to be extremely important for their integration and success. One question that arose from the chapter on the black student population is whether black students should be addressed as "students of colour" to include other racial minorities, since even the black student population is not homogeneous and has a diverse historical background.

The issue of “cross-cultural interaction” (III) is discussed in the chapter on international students. It contains an excellent literature review on the subject as well as outlines very well the issues faced by international students, whose numbers are increasing every year in Canada. It also includes best practices for supporting these students’ integration in Canadian universities.

Special attention is given to the integration of LGBTQQ students into university communities and services that help prevent homophobia and harassment of LGBTQQ students. This chapter contains an excellent glossary to explain terminology with regard to the LGBTQQ community, elaborates on the process of identity development, and provides a history of LGBTQQ rights in Canada.

Francophone students in Canada, despite studying in an officially bilingual country, still represent a linguistic minority that has to be specifically addressed. This is especially true in predominantly anglophone institutions, but is important in bilingual institutions across provinces with a high francophone population as well.

When discussing students with disabilities, the chapter authors give special attention to the social model of disability and the application of principles of universal design and its special “disability-targeted elements” to university buildings (141).

Mature adult learners is another group that faces many challenges in universities, such as academic, situational, attitudinal, and institutional barriers (152–153). The first-generation student population in higher education has been on the rise and, similarly to the black student population, does not constitute a homogenous group (167). Facilitating equal access to education for these students, as well as applying a variety of strategies for their retention and facilitating their persistence for the duration of their university studies, are important elements that contribute to their success.

A potential gap in this book is representation of the interests of the female student population. Some might think that it is important to represent female students and their organizations on campuses, especially in light of the recent issues of sexual harassment on some Canadian campuses.

Due to the vast practical experience of most of the contributors to this work, this book has great value not only for practitioners who work with students in their day-to-day activities but also for policy developers, university administrators, professors, librarians, and everyone else who has a direct or indirect impact on student success. This book can also serve as a desk manual for selective reading for those who are specifically working with a particular student population and want to facilitate their success. It provides excellent practical advice with regard to such issues as funding and policy advocacy, among others.

Overall, the authors deserve congratulation for their successful coverage of the very complex issue of diversity and for showing how individual and cultural differences can contribute to the enrichment of Canadian universities. The practical advice offered in this book is invaluable for facilitating the success of diverse student communities as well as individuals who work with these communities.

REFERENCES

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