examine themselves and their practice. In this, they have succeeded.

For White practitioners who have not seriously grappled with their Whiteness and White privilege, the book is a good start to this often uncomfortable journey. The contributors, White and people of color, are often transparent about how they are working through their own racial identity and positionality, and how their own journey informs their practice. White privilege is defined, and the reader is challenged to do the required hard work in choosing to listen and look at oneself with regard to one's own racial identity, and then assess how this examination impacts one's professional life. The volume challenges adult educators' willingness to personally change, and make the emotional and intellectual commitment to often difficult reflexivity, specifically around White privilege and racism toward the goal of social change in adult education practice.


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*Women of Color in Higher Education: Changing Directions and New Perspectives* is Volume 10 in the *Diversity in Higher Education* series. Edited by Jean-Marie and Lloyd-Jones, this book is a collection of critical reflections of women of color in American higher education. The purpose of this book is to give voice to, and share the experiences of, women of color in the academy, which is scarcely extant in contemporary literature. The contributors collectively assess and dismantle the institutional barriers that exist for women of color in academe. In the same accord, they simultaneously take strident efforts toward developing practices and strategies that foster inclusivity and advancement. As Jean-Marie states,

The selection of chapters reflects senior and emerging scholars who examine critical questions through empirical research, theoretical analyses, and personal narratives that simultaneously juxtapose the advancement of women of color with the barriers that persist in the academy.

(p. xxv)

Accordingly, the volume is thematically organized into four sections each consisting of four chapters. The first section, "Promoting Equity for Women of Color: Benefits of Diversity," concerns the issues of access and equity women of color face in academe, specifically the barriers to advancement in the faculty and leadership ranks. The contributors examine the diversification, or lack thereof, of leadership; the underrepresentation of women of color in leadership roles at predominantly White Institutions; the obstacles African American women face as they journey to careers in collegiate athletics; faculty recruiting, hiring, and retention practices, which often contribute to further marginalization of women of color; and best practices for advancing African American women in science, technology, engineering, and mathematics (STEM) fields based on experiences at Historically Black Colleges and Universities.

The second section, "Transforming the Culture: Women Faculty and Administrators," presents strategies to counteract the barriers women of color face in academe, which ultimately assist in obtaining the visibility and enhancing the development needed to be successful. Mentoring of faculty and administrators is examined, including its influence on transforming the academic climate and facilitating the advancement of women of color. The diversity narratives of tenured African American female faculty are shared, including their implications for women of color in similar contexts. This section concludes with an analysis of the trends of Asian American Pacific Islander women in specific positions within the higher education pipeline—from earned doctoral degrees through college/university presidents—in an effort to understand where the challenges and opportunities exist for this demographic in higher education.

The next section, "In Pursuit of Scholarship Fit: Unwritten Rules, Race Research and Building Bridges," addresses the trials women of color face in pursuit of
their personalized career and research niche within academe. Specifically, the intersectionalities of race and gender are explored as women of color negotiate self-identity in their search for acceptance, support, and success in their field. The topics in this section include the impact of race and gender in the academy at the individual and organizational levels; the challenges women faculty of color face in higher education, as well as recommended strategies to effectively persist said challenges; and identifying and neutralizing obstacles on the tenure and promotion journey.

In the final section, "Transcending Boundaries: Lifting as They Climb," the personal narratives of women of color who have journeyed through access and equity issues, and persevered to ultimately achieve positions of leadership in higher education, are shared. The unifying theme of each narrative is the persistence and resilience with which these women face challenges, and the ability they have to effectively navigate the academy to garner successes, in spite of the onslaught of institutional obstacles and barriers. Furthermore, as they continue to make indelible imprints on their field, they in turn mentor and develop scholars who follow, thereby assuring their presence in the contested landscape of higher education.

This research fills a gap in the literature on women of color in higher education. However, one voice is glaringly missing—graduate students of color. Given that doctoral students are the future of the professoriate, this book has direct implications for this demographic. Unfortunately, doctoral students did not contribute to this work; a chapter written by a doctoral student of color engaged in this research would have enhanced this volume of work.

This book is foundational to the research on women in higher education and has implications for adult higher education, gender studies, diversity education, and the like. Through the inclusion of multiple voices, varied contexts, and various analytical frameworks, this scholarly publication provides insight into the challenges faced, the progress made, and the opportunities awaiting women faculty and administrators of color in higher education. Consequentially, this book fills a gap in the literature by speaking to the persistent systems of oppression experienced by women of color at multiple levels within academe and offers strategies of hope for those who aspire to claim space to work and to learn at such institutions.