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Cleveland, Darrell (Ed.). (2009). *When “Minorities Are Strongly Encouraged to Apply”*: Diversity and Affirmative Action in Higher Education. New York: Peter Lang.

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The book, *When “Minorities Are Strongly Encouraged to Apply,”* presents and reinforces broad and uplifting definitions for the terms minority and diversity. Rather than classify minorities as those who lack power, the chapters in this book offer stories that seek to empower and encourage those whose background and characteristics have worked to limit their enrollment and employment within the academy. Similarly, the definition of diversity that Editor Darrell Cleveland and his contributors utilize seeks to give voice to and legitimize the experiences of those who are different. In doing so, this book uses diversity to include individuals who are “African American, Latino/a, gay/lesbian, persons with disabilities, and bi/multi-racial” (Cleveland, p. 5).

Supporting the definitions of minority and diversity presented by Cleveland, the 21 chapters in this book offer a range of empirical, theoretical, and experiential perspectives on both specific minority characteristics and forms of diversity as

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Darrell Cleveland earned his PhD in education from The University of North Carolina at Chapel Hill, an MEd in elementary education from St. Joseph’s University in Philadelphia, PA and a Bachelor’s degree in African-American studies from Temple University.

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well as the general issues of minority status and the concept of diversity within higher education. By Cleveland's own admission, the text does not fully represent all forms of diversity since the experiences of "Asian and Native Americans . . . [and] Muslim[s] and Jewish voices" make no direct contribution to the book (p. 6). Despite these missing perspectives, the chapters presented in this book help to broaden the examination and discussion of diversity in postsecondary institutions by highlighting remaining deficiencies and outlining possible ways for improving the climate for both current and future minority participants.

Starting with a traditional diversity issue, the first nine chapters of the book center on race and ethnicity. Focusing on students of color, Chapters 1-4 discuss the current racial climate within higher education. While the numbers and participation rates have increased the presence of students of color in graduate programs, many continue to face hostile environments that pay only lip service to diversity. Similarly, Chapters 5-9 suggest that faculty continue to endure parallel experiences that isolate and challenge them within the academy. Even so, each of these chapters also illustrates the positive outcomes of the continued struggle for racial equity and equality. Despite negative encounters, the common message presented by these chapters is one of triumph and success. For the graduate students in Chapters 1-4, learning the academic culture, establishing a sense of self that positively incorporates racial/ethnic and scholarly identity, and obtaining committed faculty mentoring helps them to create a safe space for success. Likewise, the faculty experiences presented in Chapters 5-9 exemplify the continued need to confront and reshape mechanisms and individuals within institutions that use racial stereotypes as justification for reclassifying the nature and value of faculty of color (Twale & De Luca, 2008).

Shifting to the curriculum, Chapters 10 and 11 concentrate on the influence that race and minority status have on teaching within the higher education context. Chapter 10 dissects the issues that faculty of color encounter when teaching students, especially non-minorities, about issues of race and multiculturalism. While such topics inherently produce conflict by asking students to see the world from a new perspective, Kevin Cokley contends that it is the challenge posed by this content that will enable all students to recognize and understand the true nature and impact of racism, racial discrimination, and



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white privilege. Turning attention to the faculty perspective, Willie Heggins III's Chapter 11 discusses the need to prepare minority graduate students to succeed at the teaching element of faculty life. Complementary to Cokley, Heggins suggests that improving the teaching preparation of minority graduate students can help to minimize the negative impact that race and racism has on their careers. Essentially, both of these chapters remind readers of the need for students and faculty to promote awareness and access to diverse curricula in all disciplines.

Building on the previous entries, Chapters 12-16 highlight frequently unaddressed categories of minorities and forms of diversity. Chapters 12 and 13 advocate for more direct consideration of multiracial and multi-ethnic identities both within the curriculum and broader institutional structures. Likewise, Chapters 14 and 15 focus on persons with disabilities and offer some areas to consider when recruiting and hiring faculty who seek a disability-friendly professional environment. Delving into the issue of double minority status, Chapter 16 presents the perspective of being diverse on the basis of both race and sexual orientation, thus expanding on the work of Ball-Brown and Frank (1993) and Orozco (2003) to include GLBT status. Altogether, these chapters effectively apply Cleveland's definition of diversity by bringing attention to minority groups that higher education has traditionally overlooked. In doing so, these chapters prove to be particularly effective in demonstrating the continued need for policies, research, and discussions of diversity and the treatment of minorities.

The final five chapters in the book center on the adoption and application of policies related to minorities and diversity. Chapters 17 and 18 examine affirmative action arguing for continued administrative and curricular efforts to accomplish the goal of social equality in and outside of higher education. Chapters 19-20 challenge higher education leaders and faculty of color to serve as diversity activists by reshaping the collegiate environment into a place that genuinely embraces and supports people of all backgrounds and identities. Illustrating that true acceptance is indeed achievable, Chapter 21 features personal vignettes from faculty members who work in a college of education that deliberately set out to become and value diversity.

As discussed by the late Berta Vigil Laden in Chapter 5, true attention to diversity involves addressing the needs of both visible and invisible minorities. *When "Minorities Are Strongly Encouraged to Apply"* effectively promotes this ideology by

relating research, analyses, and perspectives that attend to various forms of diversity. While much of this work centers specifically on the context of higher education, it is important to remember that the diversity as defined and approached on campus will have an echo effect in shaping other areas of society as students graduate and move into other organizations and industries. Although the climate is not always friendly and the task is often daunting, diversity remains an issue that affects everyone and therefore, deserves the attention provided and advocated in this book.

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## About the Reviewer

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