



## education review // reseñas educativas

editors: gene v glass gustavo e. fischman melissa cast-brede

a multi-lingual journal of book reviews

October 5, 2011

ISSN 1094-5296

Education Review/Reseñas Educativas is a project of the National Education Policy Center <http://nepc.colorado.edu>

Follow Education Review on Facebook



Siegel, David (2010) *Organizing for Social Partnership: Higher Education in Cross-Sector Collaboration*. NY: Routledge.

Pp. 216 ISBN 0-415-99499-3

Reviewed by Stephanie Nicole Robinson  
Walden University

There has been a recurring discussion regarding how to diversify the workplace using qualified candidates. The pool of racial and ethnic minority graduates in certain fields such as engineering is limited. The lack of diversity in the workplace starts before college. Racial and ethnic minority high school students must be interested in majoring in these fields in college. Those underrepresented students need to be identified and mentored in order to retain them. In the book, *Organizing for Social Partnership*, David Siegel discusses the need to create a pipeline for underrepresented minorities that originates in high school and continues throughout college and into the workplace by using interorganizational collaboration between nonprofit organizations, federal agencies, universities, and businesses. Cross sector relationships are also studied in regards to college recruitment and retention. In addition, the relationships

Citation: Robinson, Stephanie Nicole. (2011 October 5) Review of *Organizing for Social Partnership* by David Siegel. *Education Review*, 14. Retrieved [Date] from <http://www.edrev.info/reviews/rev1115.pdf>

among the organizations involved are examined to determine how to initiate the partnership; manage expectations; and overcome obstacles. The Leadership Education and Development (LEAD) Program is used as an example of a successful pipeline.

The book is written as a qualitative research report. Graduate students would be particularly interested in the explanation of the different types of research, the purposes of each, and the expected outcomes that each yield (pp. 90-92). The methods include document review; interviewing and observing the people involved in the partner organizations including students (p. 88). The report included all of the organizations involved. However, the inclusion of the parents and teachers would have added another dimension to the research. Teachers are important as they usually play a role in identifying intellectually promising students and encouraging them to participate in organizations such as LEAD. Parents also reinforce the importance of these organizations at home by financing such expenses such as clothing for conference attendance and transportation.

However, parents were discussed in regards to possible claims of elitism in the selection of the students chosen to participate in LEAD (pp. 130-131). Siegel wrote, "...the profile of students had become far less diverse from a socioeconomic standpoint, so that students appeared to be coming from 'much greater affluence,' in the words of a former program director" (p. 131). The students chosen would have been successful without intervention because they had resources provided by the prep schools that they attended and their parents (p. 131). Siegel maintained that LEAD participants are disadvantaged because they lack role models and colleagues of their same race and ethnicity (p. 82). Furthermore, he wrote, "LEAD helps to dismantle public perceptions that diversity outreach programs are monolithically geared to underprivileged urban youth" (pp. 82-83). Espenshade and Radford (2009) determined in their study on elite universities that factoring out class and focusing only on race and ethnicity replicates class differences in society without significantly impacting diversity.

Siegel did not examine class as a factor in causing inequality in access to education. In the book, race and

segregation were linked to educational inequality (pp. 17-19). Several claims were made in the book about the need to close the gap in educational achievement and access to post secondary education for racial and ethnic minorities. The idea that businesses would increase profits by having a diverse workplace had in text citations to support it but needed more details and statistics to substantiate it (p. 17). The statements regarding universities' involvement in social issues as part of their history and function and the federal government's involvement in increasing racial diversity by funding research and passing legislation were well documented and used relevant examples (pp. 29-41).

One notable feature of the book was the in depth discussion of how to form an interorganizational collaboration in "Part II: A Model for Addressing the Social Problem of Underrepresentation." Graduate students interested in higher education governance will find the explanation of governance and management structures useful (pp. 116-117). Administrators will be interested in the sections that address the possible pitfalls to avoid when forming partnerships (pp. 116-120). An example of an obstacle that businesses in particular must overcome is that outreach programs like LEAD are not considered charity nor an investment (p. 130). Participation must be justified in other ways.

*Organizing for Social Partnership: Higher Education in Cross-sector Collaboration* significantly contributed to the discussion of increasing diversity in the workplace by presenting why diversity is needed, how to form cross-sector partnerships, and suggestions for further social partnerships. Graduate students and administrators from higher education, business, nonprofit, and government sectors would be interested in the different features of the book. Those already involved in cross-sector partnerships can use the book to strengthen their relationships and become even more successful in recruiting minorities. Those interested in forming cross-sector partnerships can use the book as a reference to get started.

## Reference

Espenshade, T.J. and Radford, A. W. (2009). *No Longer Separate Not Yet Equal: Race and Class in Elite College Admission and Campus Life*. Princeton, N J: Princeton University Press.

---

Copyright is retained by the first or sole author, who grants right of first publication to the *Education Review*.

*Education Review/Reseñas Educativas* is a project of the National Education Policy Center <http://nepc.colorado.edu>



Editors

Gene V Glass

[glass@edrev.info](mailto:glass@edrev.info)

Gustavo Fischman

[fischman@edrev.info](mailto:fischman@edrev.info)

Melissa Cast-Brede

[cast-brede@edrev.info](mailto:cast-brede@edrev.info)

---