

biographical stance is that it forces attention on and provokes questioning of the basic assumptions and configuration of the discourse of the academy: "A subject's recognition of social, rhetorical, and ideological frames and constraints can enable the production of transformative cultural projects and subject positions"(xxxv). The risks, then, are worth the attempt.

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Sandra Jackson and Jose Solis Jordan (eds.). *I've Got a Story To Tell: Identity And Place In The Academy.* (New York: Peter Lang Publishing Inc., 1999). 167 pp., \$29.95 paper.

I've Got A Story To Tell is a "place and space wherein the contributors can momentarily unload the baggage they carry and speak incisively of the challenges associated with their success in gaining entry into the academy" (2).

This text is a collection of thirteen narratives written by faculty of color discussing their experiences in predominantly white institutions of higher education. The narratives discuss the marginalization and trivialization that faculty of color encounter in these institutions. The authors discuss their often painful experiences openly and without restraint or reservation. The issues discussed here are not ones usually discussed openly and may be offensive to some, but as Jackson and Jordan point out, "these narratives are not about feeling good nor about feeling bad; rather they are about feeling deeply and responding to the politics of constraint, suppression, repression, coercion, and conformity" (6). The narratives cover a variety of issues on many levels such as identity, relationships with administrators, peers and students plus curriculum and teaching style.

Regardless of the issues and levels, the most significant influencing factor in all the narratives was the perceived race and ethnic background of the professor. This factor elicited ethnocentric and stereotypical attitudes towards the professors

and classroom behavior. In the classroom, the students' behaviors resulted in questioning material and information presented by the professor of color. In some instances students challenged the professor's authority, credibility, and ability in grading procedures. This attitude toward the professor of color also included rude behavior, lack of respect, and some discipline problems in the classroom. This ethnocentric attitude toward faculty of color was also evident in some colleagues and administrators.

One narrator discussed how ethnocentric attitudes toward him influenced the decision of his colleagues and administrators when he applied for tenure. The narrator was highly rated as a teacher. He had "sixteen publications, two books in conjunction with other authors, two articles in journals, two chapters in two books" and five more publications in national/international newsletters;...nevertheless, he was denied tenure by some committee members and by the administration. Through support first from students of color and eventually from his colleagues, the narrator was granted tenure. This is just one narrative that speaks about the struggle that professors of color encounter in higher education.

I've Got A Story To Tell relates struggles and success of professors of color in higher education through narratives based on personal experience. I applaud the narrators for their courage in sharing their experiences. I thank Professors Sandra Jackson and Jose Solis Jordan for having the courage to undertake this outstanding project. These narratives provide good lessons for everyone in higher education. *I've Got A Story To Tell* could be used as additional reading for multicultural classes.

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