

John S. Levin

Nontraditional Students
AND
COMMUNITY COLLEGES

THE CONFLICT OF
JUSTICE
AND
NEOLIBERALISM



Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism

**Malveaux, Gregory F., Raby, Rosalind
Latiner**



Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism:

Nontraditional Students and Community Colleges J. Levin, 2007-09-03 Focusing on non traditional students in higher education institutions this new book from renowned scholar John Levin examines the extent to which community college students receive justice both within their institution and as an outcome of their education

Nontraditional Students and Community Colleges J. Levin, 2011-12-02 Focusing on non traditional students in higher education institutions this new book from renowned scholar John Levin examines the extent to which community college students receive justice both within their institution and as an outcome of their education

Community Colleges and New Universities under Neoliberal Pressures John S. Levin, 2017-02-08 This book examines seven higher education organizations exploring their interconnected lines organizational change and organizational stability These lines are nested within historical social cultural and political contexts of two nations the US and Canada two provinces and three states Alberta British Columbia California Hawai i and Washington The author studies the development of the community college and the development of the university from community college origins bringing to the forefront these seven individual stories Addressing continuity and discontinuity and identity preservation and identity change as well as individual organizations responses to government policy Levin analyzes and illuminates those policies with neoliberal assumptions and values

Economic Inequality, Neoliberalism, and the American Community College Patrick Sullivan, 2017-05-11 This book aims to deepen public understanding of the community college and to challenge our longstanding reliance on a deficit model for defining this important powerful and transformative institution Featuring a unique combination of data and research Sullivan seeks to help redefine update and reshape public perception about community colleges This book gives serious attention to student voices and includes narratives written by community college students about their experiences attending college at an open admissions institution Sullivan examines the history of the modern community college and the economic model that is driving much of the current discussion in higher education today Sullivan argues that the community college has done much to promote social justice and economic equality in America since the founding of the modern community college in 1947 by the Truman Commission

Community Colleges and Their Students J. Levin, 2009-11-23 This book employs a socio cultural approach to study the organizational dynamics and experiences of self formation that shape community college life The authors use case studies to analyze both the symbolic dimension and practices that enable the production of educational experiences in seven community colleges across the U S Levin and Montero Hernandez explain the construction of organizational identity and student development as a result of the connection between institutional forces and individual agency This work emphasizes the forms and conditions of interaction among college personnel students and external groups that were enacted to respond to the demands and opportunities in both participants local and larger contexts The authors acknowledge both the collective and individual efforts of community college personnel to create caring community colleges that support nontraditional students

Study Abroad Opportunities for Community College Students and Strategies for Global Learning Malveaux, Gregory F., Raby, Rosalind Latiner, 2019-01-11 Community colleges serve more students than any other institutional type in the United States and internationalization is an inherent component of community colleges that advances student knowledge facilitates student success and serves the needs of local communities As most community college students do not enroll in four year institutions their only opportunity for international experience is while they are in community college Study Abroad Opportunities for Community College Students and Strategies for Global Learning provides innovative insights into international study and education abroad through community colleges while discussing the value of adding study abroad programs to two year institutions This publication examines community colleges contributions in a local society study abroad opportunities peacebuilding international education and risk management Designed for administrative professionals community college leaders educators academicians and researchers this 2020 CIES Study Abroad and International Students SIG Best Book in Higher Education second place winner covers topics centered on study abroad programs at diverse community colleges

Community College Students in Hong Kong Yi-Lee Wong, 2021-09-15 This book presents a comprehensive account of the educational experiences of community college students in Hong Kong analyzed through a theoretical lens that intersects sociological theories of inequality including Bourdieu's concept of cultural capital The student narratives featured in this book reveal the interweaving personal academic and professional considerations and challenges affecting their individual choices in the pursuit of higher education Chapters also reveal why despite the relative expansion of educational opportunities the class gap in higher education persists

Understanding the Working College Student Laura W. Perna, 2023-07-14 How appropriate for today and for the future are the policies and practices of higher education that largely assume a norm of traditional age students with minimal on campus or no work commitments Despite the fact that work is a fundamental part of life for nearly half of all undergraduate students with a substantial number of traditional dependent undergraduates in employment and working independent undergraduates averaging 34.5 hours per week little attention has been given to how working influences the integration and engagement experiences of students who work especially those who work full time or how the benefits and costs of working differ between traditional age students and adult students The high and increasing prevalence and intensity of working among both dependent and independent students raises a number of important questions for public policymakers college administrators faculty academic advisors student services and financial aid staff and institutional and educational researchers including Why do so many college students work so many hours What are the characteristics of undergraduates who work What are the implications of working for students educational experiences and outcomes And how can public and institutional policymakers promote the educational success of undergraduate students who work This book offers the most complete and comprehensive conceptualization of the working college student available It provides a multi faceted picture of the characteristics experiences and challenges of working

college students and a more complete understanding of the heterogeneity underlying the label undergraduates who work and the implications of working for undergraduate students educational experiences and outcomes The volume stresses the importance of recognizing the value and contribution of adult learners to higher education and takes issue with the appropriateness of the term non traditional itself both because of the prevalence of this group and because it allows higher education institutions to avoid considering changes that will meet the needs of this population including changes in course offerings course scheduling financial aid and pedagogy

Understanding Community Colleges John S. Levin, Susan T. Kater, 2018-03-21 Understanding Community Colleges provides a critical examination of contemporary issues and practices and policy of community colleges This contributed volume brings together highly respected scholars as well as new scholars for a comprehensive analysis of the community college landscape including management and governance finance student demographics and development teaching and learning policy faculty and workforce development At the end of each chapter the Questions for Discussion section helps to bridge the gap between research and practice Written for students enrolled in higher education and community college graduate programs as well as social sciences scholars this provocative new edition covers the latest developments in the field including trends in enrollment developmental education student services funding and shared governance

The Neoliberal Agenda and the Student Debt Crisis in U.S. Higher Education Nicholas Hartlep, Lucille Eckrich, Brandon Hensley, 2017-05-18 Capturing the voices of Americans living with student debt in the United States this collection critiques the neoliberal interest driven debt based system of U S higher education and offers alternatives to neoliberal capitalism and the corporatized university Grounded in an understanding of the historical and political economic context this book offers auto ethnographic experiences of living in debt and analyzes alternatives to the current system Chapter authors address real questions such as Do collegians overestimate the economic value of going to college and How does the monetary system that student loans are part of operate Pinpointing how developments in the political economy are accountable for students university experiences this book provides an authoritative contribution to research in the fields of educational foundations and higher education policy and finance

Community Colleges and First-Generation Students Jan Osborn, 2016-04-08 Community Colleges and First Generation Students examines a community college writing classroom through ten students from diverse linguistic ethnic socio economic and national backgrounds Students are introduced to a version of academic discourse that challenges their identities and visions of the future

The Future of the Urban Community College: Shaping the Pathways to a Multiracial Democracy Gunder Myran, Curtis L. Ivery, Michael H. Parsons, Charles Kinsley, 2013-09-13 Urban community colleges and the cities they serve are undergoing rapid multidimensional changes in response to new conditions and demands The challenge for all community colleges regardless of size or location is to reinvent themselves so they can better meet the particular needs of their respective communities This national higher education mandate is vital to democracy itself especially given the multiracial nature of

metropolitan areas where challenges and opportunities have always been most pronounced This volume looks at how urban colleges are vigorously exploring new strategies for sustainability and success Some of the most prominent practitioners examine every major aspect of the change engagement process including the role of governing boards workforce development community partnerships and redesign of outdated business and finance models This is the 162nd volume of this Jossey Bass higher education quarterly report series an essential guide for presidents vice presidents deans and other leaders in today s open door institutions this quarterly provides expert guidance in meeting the challenges of their distinctive and expanding educational mission

Pathways and Experiences of First-Generation Graduate Students John S. Levin, 2022-10-31 This book focuses on first generation graduate students in the US and the graduate or post baccalaureate programs that house and educate these students The several voices in this book including first generation graduate students address the phenomena of graduate students experiences and related university practices with the practices connected to traditional academic and Western values and to academic and neoliberal institutional logics First generation graduate students narratives or testimonies serve as the foundation of the analysis of students pathways to graduate school and their experiences within graduate school The conditions for first generation graduate students in their programs require remedies that will facilitate student well being peer community attachment and persistence and will educate and train students for achievement in graduate school and for employment after graduate school

The American Community College Arthur M. Cohen, Florence B. Brawer, 2009-10-30 Praise for The American Community College Since 1982 The American Community College by Cohen and Brawer has been the authoritative book on community colleges Anyone who wants to understand these complex and dynamic institutions how they are evolving the contributions they make the challenges they face the students they serve and the faculty and leaders who deliver the services and the curricula will find The American Community College both essential reading and an important reference book George R Boggs president and CEO American Association of Community Colleges I have been a community college president for over forty one years and a graduate professor for three decades This book has been an inspiration to generations of students faculty members and administrators It has become the classic of the field because it has great take home value to us all Joseph N Hankin president Westchester Community College In this latest edition of The American Community College the authors continue to manifest their unique highly knowledgeable perspective about the community college This book is must reading for all who desire to understand one of the most important educational institutions in the twenty first century Barbara K Townsend professor and director Center for Community College Research College of Education University of Missouri Columbia Cohen and Brawer s classic work is the touchstone for a comprehensive overview of the American community college This is a seminal book for graduate students as well as seasoned professionals for understanding this uniquely American institution Charles R Dassance president Central Florida Community College

Becoming Socialized in Student Affairs Administration Ashley Tull, Joan B. Hirt, Sue

Saunders,2023-07-03 Effective socialization of new student affairs professionals is essential both for the individual success of these practitioners and for the work of a college or university that promotes student learning It enables new professionals to manage the important personal and professional transitions they experience throughout their careers engage in continuous professional development and achieve high levels of productivity It also counteracts the high attrition rate among new hires with all the attendant costs to the institution in terms of resources spent on recruiting hiring training supervising and developing staff talent The socialization process for new professionals includes formal and informal elements that influence both success and quality of work life This process is far more complex than a single orientation program organized by a unit or division Rather it is a comprehensive process where both the new professional and organization learn about and from each other in ways that influence working relationships and individual and organizational outcomes Part I of this book defines the concept explains its value and offers a model of socialization Part II examines the institutional context in which the socialization of new professionals occurs and describes how different institutional types influence the socialization process It considers the changing characteristics of college students and how these impact the work of student affairs In addressing the extra institutional and professional contexts Part III considers the role that graduate education plays in preparing new professionals for work in student affairs and offers guidance to faculty and practitioners involved in graduate education about what they can do to introduce graduate students to professional life It addresses the importance of professional orientation activities the roles of supervision and mentorship as well as the impact of peers and institutions on the socialization process It concludes with a discussion of the role and importance of professional associations This book is intended for graduate program faculty for senior student affairs officers concerned about developing and retaining the new staff and for administrators and leaders in student affairs shaping the future of the profession For new professionals themselves it offers insights on the path to professionalization

Gateway to Opportunity? J. M. Beach,2023-07-03 Can the U S keep its dominant economic position in the world economy with only 30% of its population holding bachelor s degrees If the majority of U S citizens lack a higher education can the U S live up to its democratic principles and preserve its political institutions These questions raise the critical issue of access to higher education central to which are America s open access low cost community colleges that enroll around half of all first time freshmen in the U S Can these institutions bridge the gap and how might they do so The answer is complicated by multiple missions gateways to 4 year colleges providers of occupational education community services and workforce development as well as of basic skills instruction and remediation To enable today s administrators and policy makers to understand and contextualize the complexity of the present this history describes and analyzes the ideological social and political motives that led to the creation of community colleges and that have shaped their subsequent development In doing so it fills a large void in our knowledge of these institutions The junior college later renamed the community college in the 1960s and 1970s was originally designed to limit access to higher education in the

name of social efficiency. Subsequently, leaders and communities tried to refashion this institution into a tool for increased social mobility, community organization, and regional economic development. Thus, community colleges were born of contradictions and continue to be an enigma. This history examines the institutionalization process of the community college in the United States, casting light on how this educational institution was formed for what purposes and how it has evolved. It uncovers the historically conditioned rules, procedures, rituals, and ideas that ordered and defined the particular educational structure of these colleges and focuses on the individuals, organizations, ideas, and the larger political economy that contributed to defining the community college's educational missions and have enabled or constrained this institution from enacting those missions. He also sets the history in the context of the contemporary debates about access and effectiveness and traces how these colleges have responded to calls for accountability from the 1970s to the present. Community colleges hold immense promise if they can overcome their historical legacy and be re-institutionalized with unified missions, clear goals of educational success, and adequate financial resources. This book presents the history in all its complexity so that policy makers and practitioners might better understand the constraints of the past in an effort to realize the possibilities of the future.

Recognizing and Serving Low-Income Students in Higher Education Adrianna Kezar, 2010-09-13. Written for administrators, faculty, and staff in Higher Education who are working with low-income and first-generation college students. *Recognizing and Serving Low Income Students in Higher Education* uncovers organizational biases that prevent post-secondary institutions from adequately serving these students. This volume offers practical guidance for adopting new or revised policies and practices that have the potential to help these students thrive. This contributed volume is based on empirical studies that specifically examine the policies and practices of postsecondary institutions in the United States, England, and Canada. The contributing authors argue that discussions of diversity will be enriched by a better understanding of how institutional policies and practices affect low-income students. Unlike most studies on this topic, this volume focuses on institutional rather than federal, state, and public policy. Institutional policies and practices have been largely ignored, and this volume lifts the veil on processes that have remained hidden.

Transnational Writing Program Administration David S. Martins, 2015-03-15. While local conditions remain at the forefront of writing program administration, transnational activities are slowly and thoroughly shifting the questions we ask about writing curricula, the space and place in which writing happens, and the cultural and linguistic issues at the heart of the relationships forged in literacy work. *Transnational Writing Program Administration* challenges taken-for-granted assumptions regarding program identity, curriculum, and pedagogical effectiveness, logistics, and quality assurance, faculty and student demographics, innovative partnerships, and research, and the infrastructure needed to support writing instruction in higher education. Well-known scholars and new voices in the field extend the theoretical underpinnings of writing program administration to consider programs, activities, and institutions involving students and faculty from two or more countries working together and highlight the situated

practices of such efforts The collection brings translingual graduate students at the forefront of writing studies together with established administrators teachers and researchers and intends to enrich the efforts of WPAs by examining the practices and theories that impact our ability to conceive of writing program administration as transnational This collection will enable writing program administrators to take the emerging locations of writing instruction seriously to address the role of language difference in writing and to engage critically with the key notions and approaches to writing program administration that reveal its transnationality

Faculty Members' Scholarly Learning Across Institutional Types Vicki L. Baker, Aimee LaPointe Terosky, Edna Martinez, 2017-08-22 Explore an important yet understudied concept faculty scholarly learning Taking a broad view this volume explains how scholarly learning is defined and conceptualized by scholars The authors synthesize the recent literature and organize the findings according to Boyers four forms of scholarship discovery teaching engagement and integration They then offer a counternarrative to faculty scholarly learning and the ways in which it is enacted and supported Recommendations for developing supporting and evaluating faculty scholarly learning are also presented This volume answers What does scholarly learning look like at different types of institutions What contexts and or supports hinder or help faculty members scholarly learning at the different institutional types What challenges are noted in the extant literature on faculty work around further study or better understanding of faculty members scholarly learning across institutional types This is the second issue of the 43rd volume of the Jossey Bass series ASHE Higher Education Report Each monograph is the definitive analysis of a tough higher education issue based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication

Alternative Pathways to the Baccalaureate Nancy Remington, Ronald Remington, 2023-07-03 This book does an excellent job of tracing the history of the movement and where it stands today It discusses the political context when these discussions happen in states and the education implications when institutions take on this additional mission This book may or may not convert those who are concerned about mission creep of community colleges but it sure will give them something to think about Clearly we cannot continue to do business as we have always done and expect to meet the growing demand for college educated citizens This book provides some thoughts on how to create a new model going forward and it deserves serious consideration from the Foreword by Carol D Amico The premise of this book is that in a globalized economy dependent on innovation and knowledge higher education must provide greater more affordable access to the acquisition of higher level skills and knowledge for a greater proportion of the population The purpose of this book is to open up a debate about the status quo Should four year institutions remain the near exclusive conferrers of the baccalaureate Or is there a legitimate role for community colleges who already educate over half the undergraduate population of the United States at lower cost with few barriers to access The contributors examine the capacities of four year colleges to deliver training for

technical occupations the ability of community colleges to deliver rigorous high quality courses and issues of access affordability faculty development and responsiveness to changing needs A chapter devoted to student voices provides the critical perspective of this constituency The book concludes by describing examples of implementation across the United States reviewing different models of articulation as well as promising practices that include eliminating the need for transfer altogether Alternative Pathways to the Baccalaureate provides vital information and new research for policymakers community college leaders and scholars of higher education to provoke much needed debate Published in association with the Community College Baccalaureate Association

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Table of Contents Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism

1. Understanding the eBook Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism
 - The Rise of Digital Reading Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism
 - Advantages of eBooks Over Traditional Books
2. Identifying Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform

- Popular eBook Platforms
- Features to Look for in an Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism
- User-Friendly Interface
- 4. Exploring eBook Recommendations from Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism
 - Personalized Recommendations
 - Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism User Reviews and Ratings
 - Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism and Bestseller Lists
- 5. Accessing Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism Free and Paid eBooks
 - Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism Public Domain eBooks
 - Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism eBook Subscription Services
 - Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism Budget-Friendly Options
- 6. Navigating Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism eBook Formats
 - ePub, PDF, MOBI, and More
 - Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism Compatibility with Devices
 - Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism
 - Highlighting and Note-Taking Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism
 - Interactive Elements Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism

8. Staying Engaged with Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism
9. Balancing eBooks and Physical Books Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism
 - Setting Reading Goals Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism
 - Fact-Checking eBook Content of Nontraditional Students And Community Colleges The Conflict Of Justice And Neoliberalism
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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