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First-Generation College Students Understanding and Improving the Experience from Recruitment to Commencement John Wiley & Sons

While many institutions have developed policies to address the myriad needs of Millennial college students and their parents, inherent in many of these initiatives is the underlying assumption that this student population is a homogeneous group. This book is significant because it addresses and explores the characteristics and experiences of Millennials from an array of perspectives, taking into account not only racial and ethnic identity but also cultural background, sexual orientation, and socioeconomic status differences—all factors contributing to how these students interface with academe. In providing a “voice” to “voiceless” populations of African American, Asian American, Bi/Multi-Racial, Latino, Native American, and LGBT millennial college students, this book engages with such questions as: Does the term “Millennial” apply to these under-represented students? What role does technology, pop culture, sexual orientation, and race politics play in the identity development for these populations? Do our current minority development theories apply to these groups? And, ultimately, are higher education institutions prepared to meet both the cultural and developmental needs of diverse minority groups of Millennial college students?” This book is addressed primarily to college and university administrators and faculty members who seek

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greater depth and understanding of the issues associated with diverse Millennial college student populations. This book informs readers about the ways in which this cohort differs from their majority counterparts to open a dialogue about how faculty members and administrators can meet their needs effectively both inside and outside the classroom. It will also be of value to student affairs personnel, students enrolled in graduate level courses in higher education and other social science courses that explore issues of college student development and diversity, particularly students planning to work with diverse Millennial college students in both clinical or practical work settings. Contributors: Rosie Maria Banda; Fred Bonner, II; Lonnie Booker, Jr.; Brian Brayboy; Mitchell Chang; Andrea Domingue; Tonya Driver; Alonzo M. Flowers; Gwen Dungy; Jami Grosser; Kandace Hinton; Mary Howard-Hamilton; Tom Jackson, Jr.; Aretha F. Marbley; Samuel Museus; Anna Ortiz; Tammie Preston-Cunningham; Nana Osei-Kofi; Kristen Renn; Petra Robinson; Genyne Royal; Victor Saenz; Rose Anna Santos; Mattyna Stephens; Terrell Strayhorn; Theresa Survillion; Nancy Jean Tubbs; Malia Villegas; Stephanie J. Waterman; Nick Zuniga.

How do race and social class influence who gets into America's elite colleges? This important book takes a comprehensive look at how all aspects of the elite college experience--from application and admission to enrollment and student life--are affected by these factors. To determine whether elite colleges are admitting and educating a diverse student body, the authors investigate such areas as admission advantages for

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minorities, academic achievement gaps tied to race and class, unequal burdens in paying for tuition, and satisfaction with college experiences. Arguing that elite higher education affects both social mobility and inequality, the authors call on educational institutions to improve access for students of lower socioeconomic status. Annotation ?2010 Book News, Inc., Portland, OR (booknews.com).

Crossroads of Family Businesses in China: Succession and Transformation studies the intergenerational succession in family-owned businesses, specifically in the Chinese mainland. With the succession of family businesses over time, transformation is required as it needs to correspond to the world's development to successfully sustain the company. There is a multitude of factors that play their roles accordingly to perform a prosperous accession. Hence, this book highlights common issues such as the challenges for both succession and transformation of the company, the interest of the second generation, introducing the second generation to the business before fully passing on, family culture and morale, the distinction between wealth inheritance and business succession, the unorthodox tradition of mother-to-daughter succession and opening management to professionals. These topics are substantiated by case studies of Chinese family businesses, such as Neoglory Group, Midea, Red Collar, Fotile and even more. The book offers theories, practices and models for strategic transformations during succession. Readers will be able to enjoy insights into a critical evaluation of the intersection between succession and transformation. They will also discover how the

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different methods of succession utilized by real-life Chinese family-owned businesses affect the businesses' performance. This book will be their first step in constructing a thought on this topic, while indulging in an incredible learning experience.

In this work the various ways that social, economic, and cultural factors influence the identities and educational aspirations of rural working-class Appalachian learners are explored. The objectives are to highlight the cultural obstacles that impact the intellectual development of such students and to address how these cultural roadblocks make transitioning into college difficult. Throughout the book, the author draws upon his personal experiences as a first-generation college student from a small coalmining town in rural West Virginia. Both scholarly and personal, the book blends critical theory, ethnographic research, and personal narrative to demonstrate how family work histories and community expectations both shape and limit the academic goals of potential Appalachian college students.

This unique collection of testimonials, critical essays, and first-hand accounts demonstrates the significant contribution of campus service workers in supporting the retention and success of first-generation college students. Using a Freirean framework to ground individual stories, the text identifies ways in which campus workers connect with students, provide informal mentorship, and offer culturally relevant support during students' transition to college and beyond. Drawing on a range of interviews, case studies, and research studies, emphasis is placed on the unique challenges faced by

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first-generation and minority students such as cultural alienation, imposter syndrome, language barriers, and financial insecurity. Ultimately, the text dismantles notions of social hierarchies that separate workers and college students and encourages institutions to invest in these workers and their contribution to student well-being and success. This book will benefit researchers, academics, and educators with an interest in the higher education and student affair practice and higher education administration more broadly. Those specifically interested in multicultural education and the study of race and ethnicity within US higher educational contexts will also benefit from this book. '... A well-organized volume with a strong emphasis on pedagogy.' – Trudy Smoke, Hunter College/City University of New York, USA 'Generation 1.5 is the most interesting topic of concern in ESL today, yet publications are few and far between.... The editors clearly know what they're doing.... They know the field, know the subject matter, and understand the problems.... This volume contributes to the thinking in the field.' – Linda Lonon Blanton, University of New Orleans, USA Building on the work that has been done over the past decade, this volume provides theoretical frameworks for understanding debates about immigrant students, studies of students' schooling paths and language and literacy experiences, and pedagogical approaches for working with Generation 1.5 students. Generation 1.5 in College Composition: is designed to help both scholars and practitioners reconceptualize the fields of College Composition and TESOL and create a space for research, theory, and pedagogy focusing on

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postsecondary immigrant ESL students provides both important new theoretical work (which lays the underpinnings for serious pedagogical innovation) and important new pedagogical approaches. Because of their varied and complex language and literacy profiles, Generation 1.5 students are found in developmental English courses, college ESL courses, and mainstream college writing courses. This volume is directed to preservice and inservice teachers, teacher educators, and researchers involved with educating Generation 1.5 students in these and other contexts.

College Belonging reveals how colleges' and universities' efforts to foster a sense of belonging in their students are misguided. Colleges bombard new students with the message to "get out there!" and "find your place" by joining student organizations, sports teams, clubs and the like. Nunn shows that this reflects a flawed understanding of what belonging is and how it works. Drawing on the sociological theories of Emile Durkheim, College Belonging shows that belonging is something that members of a community offer to each other. It is something that must be given, like a gift. Individuals cannot simply walk up to a group or community and demand belonging. That's not how it works. The group must extend a sense of belonging to each and every member. It happens by making a person feel welcome, to feel that their presence matters to the group, that they would be missed if they were gone. This critical insight helps us

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understand why colleges' push for students simply to “get out there!” does not always work.

Rejecting the notion that American colleges are holdovers from a bygone time, *How to Run a College* shows instead that they are centers of experimentation and innovation that heavily influence higher education not only in the United States but worldwide.

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 book covers topics centered on study abroad programs at diverse community colleges.

Frustrated with the flood of news articles and opinion pieces that were skeptical of minority students' "imagined" campus microaggressions, Micere Keels, a professor of comparative human development, set out to provide a detailed account of how racial-ethnic identity structures Black and Latinx students' college transition experiences. Tracking a cohort of more than five hundred Black and Latinx students since they enrolled at five historically white colleges and universities in the fall of 2013 *Campus Counterspaces* finds that these students were not asking to be protected from new ideas. Instead, they relished exposure to new ideas, wanted to be intellectually challenged, and wanted to grow.

However, Keels argues, they were asking for access to counterspaces—safe spaces that enable radical growth. They wanted counterspaces where they could go beyond basic conversations about whether racism and discrimination still exist. They wanted time in counterspaces with likeminded others where they could simultaneously validate and challenge stereotypical representations of their marginalized identities and develop new counter narratives of those identities. In this critique of how universities have responded to the challenges these students face, Keels offers a way forward that goes beyond making diversity statements to

taking diversity actions.

As the only complete compilation of polls taken by the Gallup Organization, The Gallup Poll is an invaluable tool for ascertaining the pulse of American public opinion throughout the year and for documenting changing perceptions over time of crucial core issues.

A revealing look at the experiences of first generation students on elite campuses and the hidden curriculum they must master in order to succeed College has long been viewed as an opportunity for advancement and mobility for talented students regardless of background. Yet for first generation students, elite universities can often seem like bastions of privilege, with unspoken academic norms and social rules. The Hidden Curriculum draws on more than one hundred in-depth interviews with students at Harvard and Georgetown to offer vital lessons about the challenges of being the first in the family to go to college, while also providing invaluable insights into the hurdles that all undergraduates face. As Rachel Gable follows two cohorts of first generation students and their continuing generation peers, she discovers surprising similarities as well as striking differences in their college experiences. She reveals how the hidden curriculum at legacy universities often catches first generation students off guard, and poignantly describes the disorienting encounters on campus that confound

them and threaten to derail their success. Gable shows how first-gens are as varied as any other demographic group, and urges universities to make the most of the diverse perspectives and insights these talented students have to offer. The Hidden Curriculum gives essential guidance on the critical questions that university leaders need to consider as they strive to support first generation students on campus, and demonstrates how universities can balance historical legacies and elite status with practices and policies that are equitable and inclusive for all students.

Challenging misconceptions related to Black academic achievement, this volume provides original perspectives on the policies, initiatives, and factors that facilitate the success of students of color as they progress along the educational pipeline. Grounded in an anti-deficit framework, this book offers personal narratives of Black educational leaders and professionals who discuss aspects of their educational experiences and pathways to success. With takeaways for research and practice, the individual narratives that comprise this book add to the conversation and advance important lessons gained from personal stories about achieving success for Blacks and other minority students.

This collective volume fills an important gap in first-generation college student research by simultaneously achieving several important goals. Collectively, the essays represent

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a balance of personal narrative, qualitative, and quantitative approaches that extend our understanding of the first-generation college student (FGS) experience. The essays review the existing literature on FGS; outline the barriers to college success faced by FGS; update the existing literature by introducing new and cutting-edge first-generation research; and recommend solutions to those in the trenches, who include support staff who design programs to support FGS. The book's contributing authors bring important personal and scholarly expertise to the project. The authors include faculty, administrators, support services personnel, and former students at private liberal arts colleges, major research universities, community colleges, and comprehensive universities in urban and rural settings. The diverse perspectives represented in the essays will benefit administrators and staff working at diverse types of institutions with FGS. In addition, many of the authors were first-generation college students. Socio-economic background profoundly shapes a person's cultural transition into college and heavily determines what barriers to academic success he or she will face. This collection's authors have a keen understanding of the FGS experience having made the transition into a foreign academic culture themselves. The book's essays address the following topics of concern of staff who interact with FGS: - Understanding classism in the academy and class segregation on campus - Race, ethnicity, class, and immigration as they impact FGS' campus experiences - Insight for developing successful first-generation support service programs - FGS' emotional, academic, and

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cultural adjustment to campus life - The role of support groups in shaping the first-semester FGS college experience - The importance of mentoring in aiding FGS' cultural transition to college - The impact of a FGS' living situation (such as in a campus living-learning center) on academic and cultural transition

FIRST-GENERATION COLLEGE STUDENTS "...a concise, manageable, lucid summary of the best scholarship, practices, and future-oriented thinking about how to effectively recruit, educate, develop, retain, and ultimately graduate first-generation students." —from the foreword by JOHN N. GARDNER First-generation students are frequently marginalized on their campuses, treated with benign disregard, and placed at a competitive disadvantage because of their invisibility. While they include 51% of all undergraduates, or approximately 9.3 million students, they are less likely than their peers to earn degrees. Among students enrolled in two-year institutions, they are significantly less likely to persist into a second year. First-Generation College Students offers academic leaders and student affairs professionals a guide for understanding the special challenges and common barriers these students face and provides the necessary strategies for helping them transition through and graduate from their chosen institutions. Based in solid research, the authors describe best practices and include suggestions and techniques that can help leaders design and implement effective curricula, out-of-class learning experiences, and student support services, as well as develop strategic plans that address issues sure to arise in the future. The authors offer

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an analysis of first-generation student expectations for college life and academics and examine the powerful role cultural capital plays in shaping their experiences and socialization. Providing a template for other campuses, the book highlights programmatic initiatives at colleges around the county that effectively serve first-generation students and create a powerful learning environment for their success. First-Generation College Students provides a much-needed portrait of the cognitive, developmental, and social factors that affect the college-going experiences and retention rates of this growing population of college students.

Tomorrow's Professor is designed to help you prepare for, find, and succeed at academic careers in science and engineering. It looks at the full range of North American four-year academic institutions while featuring 30 vignettes and more than 50 individual stories that bring to life the principles and strategies outlined in the book. Tailored for today's graduate students, postdocs, and beginning professors, Tomorrow's Professor: Presents a no-holds-barred look at the academic enterprise Describes a powerful preparation strategy to make you competitive for academic positions while maintaining your options for worthwhile careers in government and industry Explains how to get the offer you want and start-up package you need to help ensure success in your first critical years on the job Provides essential insights from experienced faculty on how to develop a rewarding academic career and a quality of life that is both balanced and fulfilling Bonus material is available for free download at

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<http://booksupport.wiley.com> At a time when anxiety about academic career opportunities for Ph.D.s in these field is at an all-time high, Tomorrow's Professor provides a much-needed practical approach to career development.

An examination of the first year of college and the intersecting challenges facing today's students, written by top educational researchers.

Ultimately, The Costs of Completion offers a deeper, more complex understanding of who community college students are, why and how they enroll, and what higher education institutions can do to better support them.

What role does history play in contemporary society? Has the frenetic pace of today's world led people to lose contact with the past? A high-profile team of researchers from across Canada sought to answer these questions by launching an ambitious investigation into how Canadians engage with history in their everyday lives. The results of their survey form the basis of this eye-opening book. Canadians and Their Past reports on the findings of interviews with 3,419 Canadians from a variety of cultural and linguistic communities. Along with yielding rich qualitative data, the surveys generated revealing quantitative data that allows for comparisons based on gender, ethnicity, migration histories, region, age, income, and educational background. The book also brings Canada into international conversation with similar studies undertaken earlier in the United States, Australia, and Europe. Canadians and Their Past confirms that, for most Canadians, the past is not dead. Rather, it reveals that our histories

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continue to shape the present in many powerful ways.

In this book, the authors bring together in one place essential information about college students in the US in the 21st century. Synthesizing existing research and theory, they present an introduction to studying student characteristics, college choice and enrollment patterns, institutional types and environments, student learning, persistence, and outcomes of college. Substantially revised and updated, this new edition addresses contemporary and anticipated student demographics and enrollment patterns, a wide variety of campus environments (such as residential, commuter, online, hybrid), and a range of outcomes including learning, development, and achievement. The book is organized around Alexander Astin's Inputs-Environment-Outputs (I-E-O) framework. Student demographics, college preparation, and enrollment patterns are the "inputs." Transition to college and campus environments are the substance of the "environment." The "outputs" are student development, learning, and retention/persistence/completion. The authors build on this foundation by providing relevant contemporary information and analysis of students, environments, and outcomes. They also provide strategies for readers to project forward in anticipation of higher education trends in a world where understanding "college students in the United States" is an ongoing project. By consolidating foundational and new research and theory on college students, their experiences, and college outcomes in the US, the book provides knowledge to inform policies, programs, curriculum and practice. As a starting point for those who seek a

foundational understanding of the diversity of students and institutions in the US, the book includes discussion points, learning activities, and further resources for exploring the topics in each chapter.

Critical Autoethnography: Intersecting Cultural Identities in Everyday Life, Second Edition, examines the development of the field of critical autoethnography through the lens of social identity. Contributors situate interpersonal and intercultural experiences of gender, race, ethnicity, ability, citizenship, sexuality, and spirituality within larger systems of power, oppression, and privilege. Approachable and accessible narratives highlight intersectional experiences of marginalization and interrogate social injustices. The book is divided into three sections: Complexities of Identity Performance, Relationships in Diverse Contexts, and Pathways to Culturally Authentic Selves. Each thematic section includes provocative stories that critically engage personal and cultural narratives through a lens of difference. The chapters in the book highlight both unique and ubiquitous, extraordinary and common experiences in the interior lives of people who are Othered because of at least two overlapping identities. The contributors offer first person accounts to suggest critical responses and alternatives to injustice. The book also includes sectional summaries and discussion questions to facilitate dialogue and self-reflection. It is an excellent resource for undergraduate students, graduate students, educators, and scholars who are interested in autoethnography, interpersonal and intercultural communication, qualitative studies, personal narrative, cultural studies,

and performance studies.

College Belonging reveals how colleges' and universities' efforts to foster a sense of belonging in their students are misguided. Colleges bombard new students with the message to "get out there!" and "find your place" by joining student organizations, sports teams, clubs and the like. Nunn shows that this reflects a flawed understanding of what belonging is and how it works. Drawing on the sociological theories of Emile Durkheim, College Belonging shows that belonging is something that members of a community offer to each other. It is something that must be given, like a gift. Individuals cannot simply walk up to a group or community and demand belonging. That's not how it works. The group must extend a sense of belonging to each and every member. It happens by making a person feel welcome, to feel that their presence matters to the group, that they would be missed if they were gone. This critical insight helps us understand why colleges' push for students simply to "get out there!" does not always work.

Agency in Constrained Academic Contexts: Explorations of Space in Educational Anthropology examines social agency and the construction space in academic environments.

With the federal government's emphasis on workforce development, community colleges have become important entities in the national policy agenda and have taken on renewed importance to states. This book provides a critical analysis of various

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federal, state, and institutional policies affecting community colleges at the start of the 21st century. Addressed to anyone interested in the future of the community college, the book first examines the national historical and cultural policy context affecting community colleges, including federal policies, state governance structures, and the impact of globalization. At the state level, authors focus on critical issues requiring policy decisions: links with K-12 education, workforce preparation, dual credit policies, transfer and articulation, remediation, and technology. At the institutional level, policies on general education and student persistence are examined. The book concludes with a plea for a more critical approach to community college policy for the 21st century. The College Lecture Today makes the affirmative case for the lecture in the social sciences and humanities. Aimed at teachers, students, and administrators who want to improve teaching at their universities, this book explores how to lecture without sacrificing theoretical knowledge.

Drawing on international comparative research, this book explores the access and success of under-represented groups in tertiary education through the lens of 'first generation entrants'. It considers the participation and success of targeted equity groups in higher education internationally.

In *The Ocean in the School* Rick Bonus tells the stories of Pacific Islander students as they and their allies struggled to transform a university they believed did not value their presence. Drawing on dozens of interviews with students he taught, advised, and

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mentored between 2004 and 2018 at the University of Washington, Bonus outlines how, despite the university's promotion of diversity and student success programs, these students often did not find their education to be meaningful, leading some to leave the university. As these students note, they weren't failing school; the school was failing them. Bonus shows how students employed the ocean as a metaphor as a way to foster community and to transform the university into a space that valued meaningfulness, respect, and critical thinking. In sharing these students' insights and experiences, Bonus opens up questions about measuring student success, the centrality of antiracism and social justice to structurally reshaping universities, and the purpose of higher education.

This collection explores social processes and meanings germane to the educational mobility of first-generation college students before and during their matriculation into higher education. The contributing scholars examine dynamics, policies, practices, and programs that inform college access and persistence for first generation students.

In *The Purpose Gap*, Patrick Reyes reflects on a family member's death after a long struggle with incarceration and homelessness. As he asks himself why his cousin's life had turned out so differently from his own, he realizes that it was a matter of conditions. While they both grew up in the same marginalized Chicano community in central California, Patrick found himself surrounded by a host of family, friends, and supporters. They created a different narrative for him than the one the rest of the world had succeeded in imposing on his cousin. In short, they created the conditions in which Patrick could not only survive but thrive. Far too much of the

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literature on leadership tells the story of heroic individuals creating their success by their own efforts. Such stories fail to recognize the structural obstacles to thriving faced by those in marginalized communities. If young people in these communities are to grow up to lives of purpose, others must help create the conditions to make that happen. Pastors, organizational leaders, educators, family, and friends must all perceive their calling to create new stories and new conditions of thriving for those most marginalized. This book offers both inspiration and practical guidance for how to do that. It offers advice on creating safe space for failure, nurturing networks that support young people of color, and professional guidance for how to implement these strategies in one's congregation, school, or community organization.

"This book seeks to highlight the unique challenges first-generation women college students face in their goal to persist and persevere. Obstacles in the form of inadequate mental health supports, food, and housing insecurities can undermine their efforts"--

First-Generation College Student Research Studies offers uniquely designed chapters that are drawn from both quantitative and qualitative theoretical frameworks found in higher education. This edited volume is a must-read that contributes greatly to the research literature surrounding this student population.

The value of higher education has been under attack as seldom before in American history. We are told of the overeducated American, of the case against college, and of the failure of education to contribute significantly to the reduction of inequality. In this environment, republication of an exceptionally comprehensive and judicious analysis of all that has been learned and not learned about the consequences of American higher education comes at a most appropriate time. Investment in Learning more fully covers the various aspects of this

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subject than any yet to appear. Howard Bowen is optimistic about higher education, but his viewpoint is based on profound knowledge of both the economic and social aspects of education. Unlike some economists who insist on a strict cost-benefit analysis of expenditures on higher education in relation to outcomes, Bowen argues that the non-monetary benefits are far greater, to the point that individual and social decisions should be made primarily on those broader indicators. Cameron Fincher, in his new opening for the book, notes that "Publication of Howard Bowen's *Investment in Learning* was like a break in a long summer drought. . . . It was a comprehensive rebuttal to return-on-investment studies with negativistic findings." And in the foreword to the book, Clark Kerr simply says, "Howard Bowen is better prepared to survey the overall consequences of higher education in the United States than anyone else."

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