

22.12.2025

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Title

The Others: Equitable Access, International Students, and the Community College / Tiffany Viggiano

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Publication year

2018

Source/Footnote

In: Journal of studies in international education : a publication of the Association for Studies in International Education (ASIE). - 22 (2018) 1, S. 71 - 85

Inventory number

46943

Keywords

Internationalität ; Austausch von Wissenschaftlern und Studenten

Abstract

This qualitative investigation explains the ways in which community college decision makers justify the inclusion of international students at three community colleges in the United States. We identify and explain the ways in which decision makers rationalize institutional policy—particularly recruitment strategies and motivations—related to international students, and discuss whether these policies could be considered ethical in a globalized context. Importantly, we conclude that community college decision makers first crafted a class of privileged international students and then justified price discrimination on the basis of said privilege. This vicious circle, we call the international access paradox, prevented decision makers from recognizing or responding to the needs of low socioeconomic status (SES) international students and international students from disadvantaged countries.(HRK / Abstract übernommen)