

largely system specific. In sum, the following are particularly useful: its account of sociological research on access to higher education in Australia; its fine overview of the contribution of regional universities to their communities; the interesting description of the Higher Education Contribution Scheme (HECS) which allows most Australian undergraduates to forego paying tuition fees until they have their degrees and are in employment; and, as noted, the commentary on international students and on education as an export industry. Beyond that, the report offers a vision of the role of the universities in community and nation which is fast fading in the face of the ideologies of privatisation and globalisation, but is overall far more scholarly and thoughtful than the government's focus on cost-cutting. But, do beware its generalisations. When Canada is contrasted to Australia as a country which is reinvesting in higher education, along with the United States and Britain (p. 316), I look at the current massive budget cuts in my own institution, and wonder where all that reinvestment is hiding itself.



Levin, John. (2001). *Globalizing the Community College: Strategies for Change in the Twenty-First Century*. New York, NY: Palgrave. Pages: 272. Price: \$35.00 USD (hardcover).

Reviewed by David John Schleich, Ontario Institute for Studies in Education/University of Toronto.

Canada signed on to the General Agreement on Trade in Services (GATS) back in 1994. One of those services was education. Focused on 'pro-competitive regulatory reform' the even more recent GATS negotiations included, once again, education. John Dennison one year later in his landmark study of Canada's community colleges, *Challenge and Opportunity*, identified the "value-added quality" accruing to the educational programs of community colleges "when their curricula became more internationalized and, hence, more marketable" (p. 196). Professor Dennison knew that community colleges would "expand to include the sale of curricula and other products and services into foreign markets."

(p. 196) John Levin, a well-known Canadian higher education scholar of community colleges teaching in the United States, has taken the notion of *globalizing the community college* even further.

We have here an “intimate portrayal” of seven colleges against a matrix of theory, data and analysis which accumulate into a remarkable and timely spotlight on what the Truman Commission in 1947 called the *community college*, more than a half century later, and in a very different world.

After kick starting his book with a short, valuable history of the community college in Canada and the United States, Dr. Levin’s study delivers a convincing argument that globalization of the community colleges in the United States and Canada is a scholarly concern. Moving well beyond the instrumentality of the community colleges as higher education institutions in a global marketplace, Levin ratchets up the conversation and includes culture and technology, as well as economics in his analysis and discussion. He invites the student of these remarkable, versatile institutions to “view the community college through globalization as a concept and a process” (p. x) with the objective of uncovering “organizational behaviours and an institutional identity that is not as readily evident when the community college is approached through a narrow lens, which is typical of educational research on the institution” (p. xiii).

Unusual in formal scholarly works of this type is the seamless, highly accessible design of the research. Indeed, in many ways, Levin’s book is an extraordinary model for the graduate student of higher education of research in action. A rich appendix on his research design, for example, is more or less a succinct workbook of how a qualitative, multiple case study design works. Levin has included document analysis, informal conversations, field observations, document analysis and interviews abundantly to assemble a kaleidoscope of conclusions about how globalization has transformed organizational life and organizational behaviours in the community colleges. The meticulous and cumulative frameworks of the design are grounded in globalization theory, organizational theory, institutional theory and policy theory, as well as in recent applications of globalization to higher education. Even the iterations of coding and multiple layers of analysis have yielded up here a valuable

text for anyone interested in the community colleges at this end of the twenty-first century.

The book's eight chapters assemble abundant data and analysis which help us to understand the "changed structures that stem from organizational response to the globalization process." Levin's conceptualization of "four domains of globalization behaviours" (economic, culture, information and politics) is destined to become a widely consulted theoretical framework for future analyses of the modern community college in the higher education field. His case studies are valuable illustrations of "the ways in which (community colleges) have been altered as a consequence of the globalization process" (p. xxi).

A pleasant and useful byproduct of Levin's considerable study is an enhanced awareness of the phenomenon of globalization itself, despite its "complex, overlapping, disjunctive order" (p. 9). Whether he is explaining 'McDonaldization' or 'Westernization,' 'global interdependence' or 'corporatism,' Levin gathers the conversation back toward the community college lens and we end up less affronted by the locating of the college and the university alongside the marketplace because we are already quickly understanding the phenomenon of globalization. Especially helpful in this demystification of the 'globalization debate,' Levin's careful and thorough use of institutional theory emphasizes historical, political and social context as one way of elucidating the behaviours of colleges from two nations and several states and provinces. Finally, Levin refamiliarizes us with relevant higher education literature (e.g., Slaughter & Leslie's seminal work on academic capitalism, and the work of Pfeffer & Salancik).

As the book unfolds it becomes clear that we are not only learning a great deal about seven diverse institutions (each reminding us a little about our own community college experiences in one way or another), but we are also engaged systematically in important dialogue about aspects of powerful globalizing influences such as the commodification of education, the role of electronic technologies, and the economics of immigration patterns. There are also the effects of globalization on work and education in institutions of higher education, and a gradually deepening understanding of how the global context has become "internalized" (p. 13) in our community colleges.

Considerable data treat concerns arising out of the “emphasis upon education and training as commodities” and the “drive for economic efficiency” (p. 13). However, that same data moves us through the cultural domain as well. Whether Levin is commenting on what Ralston Saul depicts as the ideology of corporatism, “the adoration of self-interest and the dismissal of the public good,” (p. 62) or building on the scholarship of Cohen and Brawer whose work on community college management is a familiar platform for many strategic planning exercises in colleges all over Canada and the United States, this book does not move very far from its central purpose, presenting strategies for change in the community colleges of the twenty-first century...a century of globalization.

Dr. Levin cites Paul Gallagher whose concerns about the “unhealthy relationship” of the “academic and the corporate” (p. 65) are part of the reaction to globalizing influences. He also quotes Robert Gordon of Humber College, who writes about the nature of “partnerships” (p. 69) with business and industry, partnerships which constitute “vehicles for the development of the character and culture” (p. 69) of the colleges. In any case, Levin strives to avoid connecting globalization merely with marketization. In his analysis of the information domain, for example, Levin points out the metamorphosing needs of modern college students whose interest in convenient access to learning encourages in the globalizing community college “instruction that is asynchronous,” (p. 83) hardly time and place bound any longer. In such a global marketplace, Levin explains, “student demand validates instruction” (p. 83) and it is then but a short step to a shift from “an emphasis upon teaching to a focus on learning” (p. 83). In that same world, there is a “dialectical debate” between management and labour about the use of information technology in these transforming, globally oriented colleges.

Considering the political domain, Levin substantiates his analysis by refamiliarizing the reader with prevalent themes related to marketization, restructuring, state intervention, productivity and efficiency. Drawing from the abundance of data from his three-year study, we are treated to specific examples from the states and provinces of his sites: California, Hawaii, Washington, British Columbia and Alberta. We are even treated to a conversation arising out of data calling attention to a shift in the “purposes of

the institution decidedly (moving) from individual and community betterment to economic ends," essentially "development sites for work-force preparation" (p. 170). The "light and dark side" to the "implications of the learning college" are scrutinized against the backdrop of data and discussion about the globalizing community college.

There is a particular charm and promise to this book. Levin captures so many of the current debates and discussions ebbing and flowing from an emerging literature about the community colleges, that it becomes increasingly obvious that this book is going to find its way to the A lists of required reading on higher education syllabi. Levin makes it clear that the "trajectory of change for the community college" (p. 180) is away from its roots in the local community, and toward his concept of a globalized institution. He laments that the "one needful thing" (citing Carlise, p. 181) which is "neglected or absent" in this globalizing community college is "attention to student and community needs for a more diverse form of education, a form that is not a mere consequence of economic priorities" (p. 181). It has not escaped Dr. Levin that the community college may end by wishing, despite the vicissitudes, promise and power of globalization, to find its way back to those roots which made it such a successful and powerful higher education invention in the first place.



Hanna, D.E., Glowacki-Dudka, M., & Coneição-Runlee, S. (2000). *147 Practical Tips for Teaching Online Groups: Essentials of Web-based Education*. Madison, WI: Atwood Publishing. Pages: 94. Price: \$12.50 USD.

Reviewed By Denise Stockley, Queen's University.

Teaching in online environments involves more than just putting up lecture notes, as the environment lends itself to a rich and varied educational experience for the learners. For example, instructors may want to include discussions groups, interactive activities, multi-media, and online assessments. Getting a sense of the possibilities can be difficult,