

The University of Texas at El Paso
EDAD 6392/EDAD 5392: The Community College
CRN 35923/35922 | Summer 2023 | June 12 - August 7, 2023
*Revised June 19, 2023

*The instructor reserves the right to modify the course syllabus and schedule as needed.
Changes will be announced in class or in Blackboard.*

Instructor Information

Instructor: Keri Moe,

Ed.D. **E-mail:**

KLMOE@utep.edu

Office: EDUC 411 classroom, before and after F2F class meetings

Cell Phone: 915-373-5096, it is okay to text me and you will receive the quickest response by text.

Office Hours: I am available in-person, before and after F2F class meetings. Additionally, I am available seven days a week by appointment, we can talk by phone, meet via TEAMS or schedule an in-person meeting.

Modality: This is a hybrid course that is in-person and online (asynchronous).

Class Schedule:

- Week 1: June 12th In-Person, 6 p.m. First Day of Class
- Week 2: June 19th Online
- Week 3: June 26th In-Person, 6 p.m.
- Week 4: July 3rd Online
- Week 5: July 10th –As per the [Summer 2023 Calendar](#), Summer I Final Exams, Full Term Classes Do Not Meet
- Week 6: July 17th Online
- Week 7: July 24th In-Person, 6 p.m.
- Week 8: July 31st Online
- Week 9: August 7th In-Person, 6 p.m. Last Day of Class

Location: Education Building 411 & via Blackboard

Graduate Catalog Course Description:

This course provides a historical overview of the development of American community colleges. The course focuses on the social forces leading to the community college movement, educational philosophies, and multiple institutional missions. The roles and responsibilities of leaders in meeting the needs of diverse populations will be emphasized. Particular attention will be paid to the organizational structures and processes that shape administrative decision making and educational leadership.

Course Overview:

In this course, we will study the community college and its role in U.S. higher education. This course help you better understand the purposes, programs, people, organization, control, and

resources of community colleges while employing a social justice and equity lens. Throughout the course, you will be asked to critically interrogate your views, visions, and philosophical perspective on the structure of higher education, with foci on the community college. The first part of the course will focus on the history of community colleges. Understanding history is pertinent to effective leadership. As suggested by Grandstaff and Sorenson (2009)¹:

Today's world calls for strategic leaders to understand that history is far from irrelevant. It is something to use and leverage. The study of history can help leaders understand the nature of change and the consequences of being trapped in a parochial worldview. It provides leaders with a series of questions that, if properly developed and applied, will help them make good decisions by ferreting out what is important from what is not. (p. 96)

By the end of this course, you will have learned ideas, practices, theories, and issues that have been and/or that are foundational to the development and functioning of higher education as an institution. Readings, discussions, and assignments are intended as opportunities for you to be *reflective and reflexive* about your views on higher education, the community college, and comparative student experiences and these multi-faceted relationships to the American ideals of democracy, democratic education, and social mobility.

Student Learning Outcomes

As a result of this course, students will be able to:

- Describe the mission, goals, and functions of the American community college.
- Discuss the evolution, current state, and the future outlook for U.S. community colleges.
- Advance leadership that is responsive to the needs of important constituencies of U.S. community colleges.
- Develop an action plan to address needs of important constituencies of U.S. community colleges.
- Understand the administration, governance, and financing of U.S. community colleges.
- Explain the contributions of the community college to U.S. higher education.
- Critically assess the literature on the U.S. community college.
- Outline the multiple roles played by community college student affairs professionals, administrators, and faculty.
- Assess the needs and describe the composition of the diverse community college student population.

Course Requirements and Expectations Required Textbooks: There are no textbooks required for this course.

Required Readings: All reading materials will be provided (or linked) on Blackboard.

¹ Grandstaff, M. R., & Sorenson, G. J. (Eds.). (2009). *Strategic leadership: The general's art*. Vienna, VA: Management Concepts.

Recommended Reference: American Psychological Association (2020). *Publication manual of the American Psychological Association, 7th edition*. Washington, DC: American Psychological Association.

Participation:

Learning is a collaborative process, and this course is structured around active collaboration and co- ownership. Although the Professor will guide the overall design and direction of the course, all participants must share responsibility in creating fruitful dialogue. Therefore, please read assigned readings carefully and come to each class meeting prepared to participate actively and effectively, to ask questions, to discuss the salient issues and problems that emerge from the readings as well as current events related to community colleges. Be ready to utilize and contribute your knowledge and professional experiences in addressing the course material. Active, thoughtful, respectful participation is required in this course. So we can have engaged, thoughtful discussion and be open with our experiences—what is shared in class, should stay in class. Having said that, when sharing personal and professional experiences, maintain professionalism and be mindful of the privacy of others.

Recommended Subscriptions

To be informed on current issues and events related to community colleges, you should plan to sign up for the following free sources:

- *Inside Higher Ed*
<https://www.insidehighered.com/content/sign-inside-higher-eds-newsletters>
- *The Chronicle of Higher Education*
<http://chronicle.com/myaccount/createfreeaccount/>

Professional Associations & Conferences

As graduate/doctoral students, it is vital to join associations and participate in conferences related to your field of study. Some of the benefits include, learning from others, receiving feedback on your work, getting to know other scholars and leaders in the field, and staying abreast of current issues.

Please note that this is not an exhaustive list of associations and conferences.

- American Association of Community Colleges (AACCC)
- American Educational Research Association (AERA)
- Association for the Study of Higher Education (ASHE)
- Council for the Study of Community Colleges (CSCC)
- Community College Baccalaureate Association (CCBA)

Podcasts

- #EndCCStigma - <https://podcasts.apple.com/ne/podcast/endccstigma-end-community-college-stigma/id1453324723>
- California Community Colleges Podcast - <https://www.cccco.edu/About-Us/News-and-Media/Audio-Gallery>

- THE KEY with *Inside Higher Ed* - <https://www.insidehighered.com/podcasts/the-key>
- NASFAA Off the Cuff - [https://www.nasfaa.org/off the cuff](https://www.nasfaa.org/off_the_cuff)
- Latinx Intelligentsia - <https://podcasts.apple.com/us/podcast/latinx-intelligentsia/id1477651063>
- Many others!

Recommended Resources

- Community College Research Center - <https://ccrc.tc.columbia.edu/About-Us.html>
- Office for Community College Research and Leadership - <https://occrl.illinois.edu/who-we-are/staff>
- The Community College Equity Assessment Lab - <https://cceal.org/>

Active Participation in Blackboard: Students are expected to obtain access to Blackboard and to log into the course's web page on a regular basis. The webpage will be used for the following purposes:

- To facilitate asynchronous class meetings.
- To communicate with other students via electronic mail and discussion forums.
- To submit written assignments.
- To use online resources.
- To check on grades.

Writing Style: All assignments must be typed and should conform to the style and reference notation format in the Publication Manual of the American Psychological Association (7th edition).

Assignment Submission: All assignments must be submitted via Blackboard (either through discussion forums or submission links – more information provided below). Please submit your individual assignments as Word documents with the following identifier: **Last Name_Course Number_Assignment Title** (e.g., Moe_EDAD 6392_Consultant Report).

Technology: Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. You will need to have access to a computer/laptop, a webcam, and a microphone. Check that your computer hardware and software are up-to-date and able to access all parts of the course. If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please

contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. While I will try to help if I can, the Help Desk is much better equipped than I am to assist you with technical issues.

Course Assignments and Evaluation Plan

**Detailed Assignment Descriptions & Requirements will be posted in Blackboard*

1. Critical Reflection on The Community College.

As noted previously, throughout the course, you will be asked to critically interrogate your views, visions, and philosophical perspective on the community college. This assignment is intended for you to reflect on and answer the following questions: What do you believe about community colleges? Who or what has influenced your beliefs? What are your personal and professional experiences with community colleges? What questions do you have about community colleges? Please note that while this paper is personal and reflective, it is also scholarly, and will be evaluated as such. **(10 points)**

2. Research Article/Case Presentation-

find and present a scholarly/academic journal article related specifically to the community college to the class on an assigned date. Sign-up for presentation and instructions will be emailed in Blackboard. For this assignment it is recommended that you find an empirical research article. An empirical research article is based on research that draws from observed or measured phenomena and derives knowledge from actual experimentation or observation. It typically has a section with methods, results and discussion. You will present an overview of the case to the class. Your presentation should be no more than 10-12 minutes and you should have 4-6 visual presentation slides—a suggested presentation template will be provided. Afterwards, you will lead the class in a discussion or activity based on your article. You should consider including thought-provoking questions such as “What are potential unintended consequences of this policy/practice?” “Would all students be served?” or other questions relevant to your topic. You may also do an experiential activity (e.g. critiquing a website or college program, reviewing a syllabus, listening to an interview, engaging the class in a game, etc.) **(15 Points)**

3. Final Paper & Presentation (40 points total)

One of the goals of the course and this program is to help students establish a connection between theory and research so that it can be applied to leadership and practice. To help you establish a strong and solid foundation of knowledge and understanding of community colleges, you will identify a socially relevant problem of community colleges that can be addressed by community college leaders. Then you will write a brief literature review on this issue followed by an action plan of how community college leaders can address this problem. Students may earn an extra 5 points by taking their paper to the UTEP Writing Center for review. The paper and presentation are due the last day of class.

- A. **Literature Review**—The brief literature review should explore a socially-relevant problem of community colleges that can be addressed by community college leaders. Doctoral students must have a minimum of 15 sources in your literature review and are highly encouraged to select sources that focus on your potential dissertation research as it relates to community colleges. Master's students should have a minimum of 10 sources. It is expected that students conduct outside research from library, article databases and internet searches to develop the brief literature review where the majority of sources are scholarly/academic articles from peer-reviewed publications. While you may use reading from the course, no more than 25% of the references can come from assigned readings. The brief literature review should be 7-10 pages in length for master's students and 10-15 pages in length for doctoral students. It should be written in APA format. (15 points)
- B. **Action Plan**—Using the literature review combined with experience, personal insight and reflection, students will develop an action plan to address a community college problem. This is intended to help make connections between theory and research to real-world application. This action plan should explain how leadership can apply this plan to improve community colleges. The action plan must address the socially-relevant problem for community colleges that was outlined in your brief literature review. Action plans must be 5 to 7 pages in length for master's students and 10 to 15 pages in length for doctoral students. (15 points)
- C. **Presentation**—In order to prepare students to synthesize and summarize research as well as present to a broad audience, each student must develop a presentation for the class based on their brief literature review and action plan. Doctoral student presentations should be 20-25 minutes in length and master's student presentations should be 10-15 minutes in length, both should include a visual presentation. Optional: students may choose to include an interactive activity as part of their presentation, if it is relevant. (10 points)

These two sections will be submitted together in one final paper that is a minimum of 12 pages for master's students and minimum of 20 pages for doctoral students. A works cited page is not included in the minimum page count and is required.

4. **Discussion Board Forums: (15 points, 3 @ 5 points each)** Some of our class will take place online, you are expected to complete the required readings and participate in the Discussion Board Forum. In addition to responding to the discussion questions, you are required to engage each other by offering *meaningful* responses/comments to at least two of your colleagues for Masters students and four for Doctoral students. Your response should extend the discussion and make insightful, critical comments. All discussion board responses must incorporate course/weekly readings. It should be clear that readings were understood. Doctoral students must contribute new information/include additional citations relevant to the topic. More specific instructions will be offered for each of the blackboard discussions.

5. **Participation and Engagement (20 points):** You are required to attend class and are expected to participate meaningfully in class discussions/exercises. To receive the participation and discussion points for this class, you need to be present for the full class and prepared for each in-person class meeting. Each person’s contribution to class discussions and activities is both valued and necessary to maintain the quality of the course.

A. **Current Events--**To keep abreast of current and emerging issues in education, each in person class will begin with “This Week in Higher Education.” During this activity, you are required to introduce and discuss the latest news, trends, politics, and policies in education. This weekly* exercise requires that you visit periodicals such as *The Chronicle of Higher Education* and *Insider Higher Ed*. *You should bring a copy of the article to class, video or audio is also acceptable and it should be uploaded in Blackboard. This may be an activity during online sessions as well. *You do not have to do a current events activity the week that you present your empirical article or the date of the final presentation.* (2@5 points=**10 points**)

B. **Class Participation—**This includes attendance participation in class, including actively listening and participating in activities prepared both by the professor and other students. Additional online activities will be included as well. Online activities will be posted on Blackboard. **(10 Points)**

Evaluation:

Students will be assigned a letter grade (A-F). Grading is based on 100 points. See grade breakdown below:

Assignment	Points	Due Date
Critical Reflection	10	7/3
Class Participation & Engagement	20	All Semester
Discussion Forums	15	See Due Dates in Blackboard/Calendar
Research Article/Case Presentation	15	Assignment guidelines will be provided 6/19; Students should present two preferred date options by 6/21 & assigned dates will be posted by 6/23.
Final Paper & Presentation	40	
Total Points Possible	100	

Course Grading Scale:

Letter Grade	Point Spread

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Important Course and University Policies

Attendance: Attendance is required. Students are responsible for dropping class due to excessive absences.

Incompletes: *An incomplete grade (I) may be granted if the student has completed most of the work in the course and is otherwise passing the course but is unable to complete the course for reasons beyond the student's control.* For an incomplete to be granted the student must enter into a written agreement as to when the remaining course requirements will be completed before the end of the term. If the student does not enter into an agreement with the instructor before the end of the term, an "F" for the course will be submitted. Per Graduate School policy students have up to 12 calendar months to complete an incomplete course; however, students are strongly urged to complete the course the semester after which the course is not completed.

Drop and Withdrawal Deadline: The last day to drop or withdraw from the course is posted on the UTEP website and official calendar. Students are responsible for dropping or withdrawing from the course.

Electronic Devices: Cell phones must be in silent mode during class time. The use of laptops during class time must be directly associated with the current task at hand during our synchronous/live sessions.

Recording/Posting of Lectures, Course Content and Other Activities: To maintain an environment of open discussion, critical thought and productive dialogue, audio and/or visual recording of class activities or content is prohibited, except as a pre-arranged accommodation for students with disabilities. Under all other circumstances, unless the instructor and all participants are agreeable in advance, students are prohibited from using recording equipment, including cell phones, to make recordings of lectures, class or student discussions or other class activities.

Multiple Submissions: I do not accept work from previous courses. However, you can build from previous work, but the assignments must meet the specific criteria that is required.

Late Work Statement: Late work is handled on a case-by-case basis due to extenuating circumstances only and is accepted at my discretion.

Grades at Midterm: Students are given an indication of their standing in the course on a regular basis via Blackboard and through the return of graded work. Grades via Blackboard are only visible to the individual student and the instructor.

Scholastic Integrity: All assignments must be the student's original work or otherwise properly cited. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Using chat GPT to generate an assignment is not allowed. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Plagiarism detecting software: Some of your course work and assessments are submitted to *SafeAssign*, a plagiarism detecting software which is embedded into *Blackboard*. *SafeAssign* is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Netiquette: As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience.
- This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be always provided to classmates and to the instructor.
- No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. P
- Post only what you would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential to the course. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Accommodations: The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order

to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

Course Schedule **Summer 2023**

Subject to Change—Readings will be posted in Blackboard | IP=In-Person & OL=Online

Date	Topic	Readings	Notes
Week 1: 6/12 IP	Introductions, Course Overview, Review of the Syllabus & Assignments, Mission, Mission Creep	Longanecker (2008) Ratcliff (n.d) Ricketts (2009) Drury (2003) Geller (2001) Mellow (2000)	Due: Discussion #1
Week 3: 6/19 OL	A (Critical) History of the Community College	Brint & Karabel (1989) Clark (1960) Doughtery (2001) Grubb (2019)	Due: Discussion #2
Week 3: 6/26 IP Juneteenth	The US Community College – A Democratic Explanation	Cohen et al. (2013) Ch. 1 Baber et al. (2019) Levin (2004)	Due: This Week in Higher Ed Due: Empirical Paper Presentation (date assigned by professor)
Week 4: 7/3 OL	Students & Student Services	Doran (2023) Heineman, J. A (2016) Bailey (2015) Felix & Castro (2018) Zottarelli et al. (2022)	Due: Critical Reflection
Week 5: 7/10	Summer I Final Exams; Full Term classes do not meet.		
Week 6: 7/17 OL	Community College Faculty Work and Careers	Carrier et al. (2022) Cross & Carman (2022) Gonzales & Ayers (2018) Martinez (2019) Alcantar & Hernandez (2020)	Due Discussion #3 Due: This Week in Higher Ed Online Submission
Week 7: 7/24 IP	Organization, Governance, & Finance	Fletcher & Friedel (2017) Kater (2017) Kolbe & Baker (2019) Kelchen et al. (2022)	Due: This Week in Higher Ed Due: Empirical Paper Presentation (as

			assigned by professor)
Week 8: 7/31 OL	Community College Leadership & Administration	Eddy & Khwaja (2019) Ayers (2009) Marquez & Hernandez (2020) Felix (2021)	Due: Discussion #4 Due: Online Activity
Week 9: 8/7 IP	From Access to Equity	Gandara & Li (2020) Cuellar & Gandara (2020) Gupton (2017)	Due: Final Paper & Presentation

Readings of Interest

***All required readings will be provided in class or posted in Blackboard**

Ayers, D. F. (2009). Institutional contradiction in the community college. *Community College Review*, 37(2), 165-184.

Alcantar, C. M., & Hernandez, E. (2020). "Here the professors are your guide, tus guías": Latina/o student validating experiences with faculty at a Hispanic-serving community college. *Journal of Hispanic Higher Education*, 19(1), 3-18.

Baber, L. D., Zamani-Gallaher, E. M., Stevenson, T. N., & Porter, J. (2019). From access to equity: Community colleges and the social justice imperative. In *Higher education: Handbook of theory and research* (pp. 203-240). Springer, Cham.

Bailey, T. R. (2015). *Redesigning America's community colleges: A clearer path to student success*. Harvard University Press.

Bamberger, M.R. & Smith, T.J. (2023). First-generation college students: goals and challenges of community college. *Community College Review*, 51(3) 445-462.

Brint, S., & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America, 1900-1985*. New York, NY: Oxford University Press.

Boggs, G.R. & Mitchell, R. L. G. (2016). *Practical Leadership in Community Colleges: Navigating Today's Challenges*. Hoboken, NJ: Jossey-Bass.

Carrier, J.W., Perkins, M.A. & DeDiego, A.C. (2022). Exploring relationships between full-time faculty and community college success. *Community College Journal of Research and Practice*.

Clark, B. R. (1960). The 'cooling-out' function in higher education. *The American Journal of Sociology*, 65(6), 569-576.

Cohen, B., Brawer, F. B., & Kisker, C. B. (2013). *The American community college*, 6th Edition. San Francisco, CA: Jossey-Bass.

Colbert, K. & Sallustio, J. (2022) *Commencement: the beginning of a new era in education*. Kenosha, WI: Silver Tree Publishing.

Cross, J.D. & Carman, C.A. (2022). The relationship between faculty diversity and student success in public community colleges. *Community College Journal of Research and Practice*.

- Cuellar, M. G., & Gándara, P. (2020). Promoting access and equity for underrepresented racial minorities? An examination of policies and practices in community college baccalaureate programs. *Community College Review*, 0091552120964877.
- D'Amico, M.M., Atwell, A.K., et al. (2022) Are we doing enough? COVID responses from urban and rural community colleges. *Community College Journal of Research and Practice*, 46:1-2, 12-19.
- Doran, E. (2023). Toward a new understanding of Hispanic-serving community colleges. *Community College Review* 51(2), 285-305.
- Doran, E.E. & Hengesteg, P.S. (2021) Advocating for Mexican American studies in Whitestream Community Colleges: A focus on faculty efforts. *Journal of Diversity in Higher Education*, 14:1, 84-95.
- Dougherty, K. J. (2001). *The contradictory college: The conflicting origins, impacts, and futures of the community college*. Albany, NY: State University of New York Press.
- Dowd, A.C. (2003). From access to outcome equity: revitalizing the democratic mission of the community college. *Annals, AAPSS*, 55: 1-28.
- Drury, R.L. (2003). Community colleges in America: a historical perspective. *Inquiry*, 8:1.
- Eddy, P.L. (2019). What happened to revisioning community college leadership? A 25-year retrospective. *Community College Review*, 47:1, 53-79.
- Eddy, P.L., VanDerLinden, K. & Hartman, C. (2023). Changing definitions of leadership or same old “hero” leader? *Community College Review*, 51:1, 30-51.
- Felix, E. R. (2021). For Latinx, by Latinx: Race-conscious leadership in policy implementation. *Education Policy Analysis Archives*, 29, 30.
- Felix, E. R., & Fernandez Castro, M. (2018). Planning as strategy for improving Black and Latinx student equity: Lessons from nine California community colleges. *Education Policy Analysis Archives*, 26(56)
- Fletcher, J. A., & Friedel, J. N. (2017). Typology of state-level community college governance structures. *Community College Journal of Research and Practice*, 41(4-5), 311-322.
- Grubbs, S.J. (2020) The American community college: history, policy and issues. *Journal of Educational Administration & History*, 52:2, 193-210.
- Gupton, J.T. (2017) Campus of opportunity: a qualitative analysis of homeless students in community college. *Community College Review*, 45:3, 190-214.
- Gándara, D., & Li, A. (2020). Promise for Whom? “Free-College” Programs and Enrollments by Race and Gender Classifications at Public, 2-Year Colleges. *Educational Evaluation and Policy Analysis*, 42(4), 603-627.
- Heineman, J. A. (2016). Supporting veterans: Creating a “military friendly” community college campus. *Community College Journal of Research and Practice*, 40(3), 219-227.
- Hernandez, J. and Hernández, I. (2014). The role of executive-level student services officer with a community college organizational structure. *New Directions for Community Colleges*, 166,33-39.

- Kater, S. T. (2017). Community college faculty conceptualizations of shared governance: Shared understandings of a sociopolitical reality. *Community College Review*, 45(3), 234-257.
- Kelchen, R., Ritter, D. & Webber, D. (2021). The lingering fiscal effects of the COVID-19 pandemic on higher education. *Federal Reserve Bank of Philadelphia Discussion Paper*, May 2021.
- Kolbe, T., & Baker, B. D. (2019). Fiscal equity and America's community colleges. *The Journal of Higher Education*, 90(1), 111-149.
- Levin, J. S. (2004). The community college as a baccalaureate-granting institution. *Review of Higher Education*, 28(1), 1-22.
- Levin, J.S. & Kater, S.T. (2013). *Understanding Community Colleges*. New York, NY: Taylor & Francis.
- Li, A.Y., Gándara, D. & Assalone, A. (2018). Equity or disparity: do performance funding policies disadvantage 2-year minority serving institutions? *Community College Review*, 46:3, 288-315.
- Longanecker, D. A. (2008, November). *Mission differentiation vs. mission creep: Higher education's battle between creationism and evolution*. Retrieved from http://www.wiche.edu/info/gwypf/dal_mission.pdf
- Martinez, E. (2019). "The rules change": Exploring faculty experiences and work expectations within a drifting community college context. *Community College Review*, 47(2) 111-135.
- Márquez, L. V., & Hernández, I. (2020). Midlevel leadership in student affairs. *New Directions for Community Colleges*, 2020(191), 81-87.
- Mellow, G.O. (2000). *The history and development of community colleges in the United States*. Paper presented at the combined seminar of the InterAmerican Development Bank and the Harvard Graduate School of Education, April 8, 2000.
- Mullin, C.M. (2014) Evolving practices and emerging innovations in community college finance. *New Directions for Community Colleges*, 168, 115-125.
- Ratliff, J.L. (n.d.) The history of community colleges, the junior college and the research university, the community college mission. Retrieved from: <https://education.stateuniversity.com/pages/1873/Community-Colleges.html>
- Ricketts, G. (2009) Community colleges a brief history. *National Association of Scholars*. Retrieved from: https://www.nas.org/blogs/article/community_colleges_a_brief_history
- Twombly, S. & Townsend, B.K, (2008). Community college faculty what we need to know. *Community College Review*, 36:1, pages 5-24.
- Zottarelli, L.K., Moreno, A., Miranda, A, et. al., (2022) Basic needs initiatives at Texas community college Hispanic-Serving institutions: changes in service offerings during the Covid-19 pandemic, *Community College Journal of Research and Practice*, 46:1-2, 138-144

