The aim of this special issue is to document community colleges responses to the challenges of change during the COVID-19 pandemic in the U.S. and abroad. In response to Floyd’s (2021, https://www.tandfonline.com/doi/full/10.1080/10668926.2020.1841649) call to action documenting effective practices and strategies, this collection of articles aims to succinctly provide perspectives of what worked, what did not work, and other commentary such as lessons that were learned and recommendations about the future in a post-COVID-19 era.

The CCJRP is especially interested in practitioner, research, and scholarly articles in the following thematic areas: leadership, curriculum, funding, social and racial tension, technology and digital access, self, family and community, and health and safety.

The Community College Journal of Research and Practice uses Crossref™ to screen papers for unoriginal material. By submitting your paper to Community College Journal of Research and Practice you are agreeing to originality checks during the peer-review and production processes.

Following is a recommended outline for papers.

I. Abstract – All manuscripts must include an abstract containing a maximum of 250 words on a separate page.

II. Setting and Context - Briefly describe your institution or organization. Explain any challenging contextual factors in which your institution or organization was positioned in 2020-2021.

III. Actions Taken - Describe the actions your institution or organization took in response to the challenges it faced. What were the factors utilized to inform the decision to take that action (e.g., other options, constraints, public perceptions, etc.)?

Below are a few questions listed in Floyd (2021) that maybe useful as you frame this section.

**Leadership**

- What new processes, systems and methods were implemented to lead community colleges through the unprecedented challenges? How effective were they? Were some sustainable and, if so, which ones and why?
- How did leaders deal with pandemic fatigue? Where did they find their strength?
Curriculum
- What curricular changes were made as a result of the COVID-19 pandemic? What new community college programs were developed or changed to address workforce needs? What existing programs were revised or eliminated? How and why were these changes implemented?
- What actions should policy makers and practitioners take to ensure that access to relevant workforce and career education is affordable and available in various formats? What efforts should be made to strengthen and develop pathways to meet these newly identified workforce needs?
- How have COVID-19 closures impacted the community college curriculum, especially developmental education, transfer and general education, career and technical education, workforce education, continuing education, and dual enrollment programs?

Funding
- What are the differential impacts of budget cuts and shifts in funding on the most disadvantaged populations served by community colleges?
- As a result of a reduction or loss in tuition and fees and in auxiliary enterprises caused by COVID-19 campus closures, what intentional efforts are being made by community colleges to strengthen current and to generate new revenue streams?
- How have community colleges sustained innovative partnerships opportunities with nonprofits and the private sector, and still adhere to CDC guidelines, in order to subsidize the expenses of experiential and clinical learning environments that correspond to the specifics of certain industries such as health care and automotive technology?
- What type of funding schemes are being used to reduce the cost of technology while increasing its utilization?

Social and racial tension
- In what ways have the events of 2020 disproportionally impacted community college students and employees of color, including Asian American, Asian International, Latinx, Black, and African Americans? Who was advantaged and who was left behind?
- What initiatives or training are being implemented at community colleges to address social inequities and racism in all its forms?
- What actions can community college practitioners take to address social inequities and racism within higher education, and the recruiting and hiring processes?
- What actions can community colleges engage in to effectuate change that reduces gaps in student success among ethnic groups, especially underrepresented populations?
- What community colleges models are in place to ensure that students, faculty, and employees can have conversations about and address social and racial issues? How is effectiveness and efficacy measured in these support models?
Technology and digital access

- What was the differential impact of online and technology driven work and classes on students, faculty and staff? Were some more prepared and able to transition and were some left behind?
- Which community colleges experienced the most challenges with the digital transition to remove learning and services? Why?
- What changes made in student support services, especially advising, and were those changes successful? Why or why not? How were these changes implemented?
- What measures are community colleges taking to reduce student attrition caused by a lack of ready access to computers and connectivity?

Self, family, and community

- What was the response of community colleges regarding dealing with mental health issues of community college students, employees, their families and communities? Was trauma and grief support readily available? What were some best practices of community colleges in addressing mental health challenges with the college family and communities they serve?
- Who are the community college students who are experiencing housing and food insecurity? What actions were being taken by community colleges to help curb food and housing insecurity among students?

Health and safety

- What roles did community colleges embrace to address health and safety issues and challenges?
- How effective were community colleges’ emergency and continuity of operations plans in navigating the current health crisis? Were these plans pandemic focused/have specific sections that were or were these created in response to the crisis in real time?
- What specific measures did community colleges put into place to ensure that the students, employees, and college community remained safe and healthy through this pandemic?
- How did community colleges with health care and public safety programs balance the community need for a pipeline of trained practitioners with the health, safety, and welfare of those same students and faculty?

All manuscripts must include IV, V, VI, VII, and VIII. These topics may be included in one section with subheadings at the end of the paper or may be the focus of the paper.

IV. Describe What Worked? - Describe the successes as a result of actions taken. What worked? In what ways did it work? How did you know it worked?

V. Describe What Did Not Work - Describe something or things you were disappointed in regarding the outcome. What did not work? Why?
VI. What are the Lessons Learned or Recommendations You have to Offer? - What lessons did you learn as a result? What recommendations do you have as a result?

VII. Closing Commentary and Summary – Briefly summarize the paper and offer any commentary that would be useful to the reader.

VIII. Author Information – Including the following information for all authors on a separate page: name, title, institution, email, and phone number.

Style Guidelines

For consideration, papers should not exceed 10-15 pages in length, including references, tables, and figures. Papers should be double-spaced, all text should be set to 12-point Times New Roman or equivalent serif typeface. Please refer to the following link for details regarding guidelines for manuscripts: http://www.tandfonline.com/UCJC and click on the Instructions for authors tab.

A limited number of longer papers will be accepted for this special issue. If your paper is one of the longer papers, please work directly with the editors on length specifications.

Papers submitted for publication will be peer reviewed. All submissions must comply with the requirements set by the publisher, Taylor & Francis Group, and the CCJRP Editor-in-Chief, Dr. Deborah L. Floyd.

Submitting Your Proposal and Manuscript

- Proposals (or complete manuscript if you have one) should be submitted in MS Word format to CCJRP@fau.edu, with a subject line – CCJRP COVID-19 Special Issue. By April 1, 2021.

- Complete manuscripts are due June 1, 2021 via the ScholarOne manuscript management platform. https://mc.manuscriptcentral.com/ucjc. Contact CCJRP@Fau.Edu if you need assistance.

Working Timeline

- Deadline for Proposals: April 1, 2021 (Complete papers will also be accepted by this deadline.)
- Authors will be notified of proposals selected so they may begin writing: April 19, 2021
- Papers selected will be due: June 1, 2021
- Papers will receive scholarly reviews/author revisions: June 1-August 1, 2021
- Copy editing and production (editors/publisher): August 1-September 1, 2021
- Assigned DOI numbers and published online: Late Fall, 2021
- Special Issue Published Volume 46, Issue 1: January, 2022