

Mini-Conference: Committee on Community Colleges
Rethinking "Production": Critical reflections on the meaning of work and success in higher education

Organizer:
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Call for Papers

Teaching is an essential component of higher education. Yet, it is often not given equal status to that of research. It gets lost in a definition and associated measurement of production that places a high priority on scholarly publications. Scholarly publications are essential. That's how the discipline moves forward. But so is teaching because that's how young minds are nurtured which, in turn, facilitates that movement forward. Community college faculty, for whom teaching is the primary and perhaps the only focus, is one group that offers that crucial labor in higher education. They also teach those students who need the space between high school and four year institutions in order to strengthen their skills and subsequently pursue successful careers and lives. Along with community college faculty, faculty members at four-year teaching institutions form another component of that labor source. Individual faculty members at predominantly research institutions (most likely later in their careers) can and do make the decision to dedicate their professional energy to teaching. How do we value, understand and measure their "production" in higher education? That is the goal of this mini-conference. To that aim, we are interested in panels and individual paper proposals that reflect upon the meaning of being teachers, the creativity that underlies effective pedagogies, re-examine the dominant meaning of "production" and think of ways to value teaching in higher education. We welcome interested faculty at any type of institution to participate and/or attend.

Topics for panel and individual paper proposals can focus on, but are not limited to the following themes:

- a. meaning of being teachers
- b. the creativity that underlies effective pedagogies
- c. critical reflections on the bias that makes teaching secondary
- d. labor source for teaching and why; in other words who provides most of the teaching labor and why
- e. making teaching secondary and its impact on adjunct faculty
- f. expectations for teaching and its impact on students
- g. strategies to effect changes in the structure of higher education/academia in order to make teaching central to its identity as well

SUBMISSION INSTRUCTIONS:

Those wishing to present papers in this mini-conference should submit an abstract of no longer than 250 words by October 30, 2018 through the ESS submission portal at <https://www.meetingsavvy.org/ess>. Proposals not accepted for the mini-conference will be submitted to the ESS general call for submissions.

To submit to this mini-conference, select "Mini Conference Presentation" in the "Submission type" drop-down menu. Supply your title and abstract. After hitting "Next", select the name of the mini-conference from the keyword drop-down menu.

Please direct all inquiries to the mini-conference chair, Diditi Mitra (dmitra@brookdalecc.edu).