

COMMITTEE ON COMMUNITY COLLEGES UPDATED CALL FOR PAPERS #ESS2027

Panel 1:

"Pedagogy on the Frontline: Community Colleges Confront the Age of AI"

Community Colleges are uniquely placed with open-access missions, diverse and often underprepared student populations, and fewer institutional resources than four-year institutions — and are navigating this shift with distinct stakes. This panel invites discussion on the challenges and possibilities AI brings to teaching and learning in community colleges, bringing together sociology instructors and researchers from two-year institutions to explore how AI reshapes pedagogy and student engagement, questions of equity and access, and practical classroom experiences and strategies.

Given that community colleges serve large immigrant and mixed-status student populations, the panel also welcomes discussion of how AI-driven surveillance and data technologies intersect with immigration enforcement, alongside the academic freedom implications of teaching critically about AI in an increasingly monitored and politically charged classroom environment. By centering the community college experience — a perspective largely missing from current conference programming on AI in higher education— this session aims to surface both grounded classroom practice and a broader conversation about what community colleges' distinct mission means for teaching with AI. The panel welcomes contributions spanning empirical research, pedagogical experimentation, and reflective practice.

Panel 2:

Critical Analysis of DEISJ Initiatives at Community Colleges: Enrollment, Governance, and Student Consequences

This panel will discuss a critical analysis of Diversity, Equity, Inclusion, Social Justice, and related (DEISJ) initiatives at community colleges, with particular attention to the relationship between student enrollment strategies and institutional administrative governance. Community colleges occupy a distinctive position in American higher education because they often serve large numbers of first-generation students, working adults, low-income students, immigrant and multilingual populations, students of color, and students who have historically encountered barriers to postsecondary education. As a result, DEISJ initiatives can intersect directly with questions of access, recruitment,

retention, curriculum, student support, campus climate, and institutional decision-making.

We are looking for work on how community colleges use DEISJ-related programs, courses, policies, student services, and enrollment strategies to respond to the needs of diverse student populations. At the same time, investigating how these initiatives are shaped—or constrained—by administrative governance, including college presidents, senior administrators, governing boards, state higher-education systems, faculty governance, accreditation requirements, and federal policy. Rather than treating DEISJ initiatives simply as educational programs, the project will analyze them as part of a larger institutional structure in which multiple stakeholders negotiate decisions about funding, curriculum, hiring, enrollment, student services, and organizational priorities.