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JUN 4 - 1998

*FCCCC President's Address  
to the CCC Board of Trustees  
Thursday, June 4, 1998*

- Good morning. Chairman Gidwitz, members of the Board, Chancellor Watson, Officers of the District, and all others present.
- School is out, but Council business continues during the summer. Professor Jack Lombard, Committee A Chairman, concerned faculty, and I are scheduled to meet with President Zerrie Campbell to consider adjustments in the Certified Medical Assistant Program which was approved at the May Board Meeting before it was approved by the Council. *As far as we know, no other program has ever been approved by the Board much less sent to the ICCB without first being endorsed by Council.* Council only delayed action because Biology faculty had asked that a substantial, laboratory-based anatomy and physiology component be included in this program. Council will vote by mail once President Campbell makes her decision. *It would be good for this program to go to the ICCB with a favorable vote by Council.*
- Chancellor Watson is determined to improve our system. He shouldn't try to do this alone. Faculty are aware that he is floating a number of tentative academic initiatives. Most of these trial balloons, hopefully, will prove to be beneficial and will position the Colleges solidly in the coming years. We must keep firmly in mind, however, that all of us, the Board, the Chancellor, his administration, our students, and the faculty have the common aim of creating and maintaining *a quality, stable learning environment*. If we are to work together toward this end, we must all have a meaningful role in the process.
  - I ask again that the Board and the Chancellor not act on academic policy matters without appropriate faculty review. The parliamentary machinery and the review processes are well-established. We have an all-city faculty council and local councils at each of the colleges. Bypassing this essential filtering system will result in untold damage to the CCC. Our reputation and arrangements with accrediting agencies, with state governing bodies, and with other colleges and universities will be jeopardized.
  - When the faculty return in the fall, they will ask their local councils to examine all academic initiatives that have been proposed to assure that the faculty perform their obligations and responsibilities under our time-honored system of shared academic governance.
- I turn now to news from local faculty councils. First, faculty are urging that the trend of replacing full-time faculty with part-timers be reversed. Professor Lee Haupt, President of the Daley Faculty Council, in a letter [full text attached to formal report] published in the *Chicago Tribune*, Tuesday, May 26, made the case for replacement with full-time faculty, stressing that if we are to raise standards in the City Colleges, the Chancellor, his staff, and the board must "recognize the value of an intellectually distinguished and well-trained faculty and its expertise in deciding academic policy." *I support Professor Haupt by*

*adding that the board and the administration consider that there are some very definite "economic imperatives for using more full-time and fewer" part-time faculty.* As documentation, I offer a quotation from this week's *Chronicle of Higher Education*.

If students and parents who pay tuition know which institutions guarantee stable learning environments by employing more full-time tenured or tenure-track faculty members, they may well choose to give their dollars to those institutions. Legislators and donors who provide the rest of colleges' and universities' revenue may then press other institutions to rely less on part-time faculty members, in order to maintain their competitive edge.

[Pierre A. Walker, "The Economic Imperatives for Using More Full-Time and Fewer Adjunct Professors," *Chronicle of Higher Education*, May 29, 1998, p. B6]

- On May 8, the Faculty Council of Wright College wrote President LeFevour asking that he use the power of his office to maintain the college's reputation as a community college where full-time faculty provide the best guarantee for quality higher education. The letter is an excellent statement of CCC faculty concerns on this problem, and I hope you will have an opportunity to read it. [text attached to formal report]
  - Wright Council's concerns are a mirror image of those at every college in our system. In the spring of 2000, we will face a faculty exodus that will inflict on us institutionally a memory loss that would paralyze us individually as surely as Alzheimer's disease. The shock to our system will destabilize the learning environment like nothing we have ever experienced in our system. The culture of the colleges will be altered in ways that we can only guess at, but few would argue that the changes will be welcome.
  - Long-range strategic planners might listen to this. Should we decide at the last minute to hire large numbers of full-time faculty, how would we deal with the influx? If we lose two or three hundred faculty, between now and spring of 2000, how will we then replace them? Would they be available? How would we process them, integrate them into our system? With fewer faculty--and we are told administrators--on hand every year, *the answer is: with extreme difficulty*. It will be a nightmare. All of us would be spending most of our work day on meetings, report writing, and paperwork--reviewing applications, evaluation procedures, letters of recommendation, faculty development, tenure course-work requirements, etc. *When* would anyone have a spare minute to teach and otherwise minister to our students' needs? Replace with full-time faculty now in large numbers. We can't afford to wait!
  - Finally and most importantly, I would like to read to you from an article in the *Boston Globe*, Monday, March 23, 1998, which warns of the coming teacher shortage. While the focus is on Boston public schools, the relevance for Chicago and community colleges is obvious. This well-researched article is in prominent five-eighths inch, bold type splashed across the top-right hand corner of page one.

In a demographic quirk that guarantees a huge infusion of new faculty members for Boston schools, almost half of the city's 4,600 teachers are expected to retire in the next decade.

As the city gears up to recruit the best possible new candidates, it will be competing against school systems across the nation. As the surge of teachers hired during the 50's and 60's to teach baby boomers retires, the nation is expected to lose almost 1 million teachers in the next decade.

[Beth Daley, "City faces new shortage of teachers," *Boston Globe*, March 23, 1998, pp. 1 and B10]

In the years ahead--*with one million fewer teachers in the workforce--we won't have a ready supply of teachers, full-time or part-time, for our classrooms as we do today.* As responsible public stewards and representatives, we must act while we can. Now is the time to hire full-time faculty in large numbers, while they are still available and before the trauma of sudden exodus, our very own year-2000 problem.

Thank you for this opportunity to speak.

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Sal Attinello

## CHICAGO TRIBUNE

TUES. MAY 26, 1998  
(LETTER TO EDITOR)

## Raising standards

CHICAGO—City Colleges Chancellor Wayne Watson is being represented in the press—and is representing himself—as a reformer, a chancellor bent on “raising the bar,” as he calls his commitment to raising standards in the colleges.

If he is serious, however, he will have to reverse a trend begun by the combined efforts of Ronald Gidwitz, chairman of the board, and Watson’s predecessor, Ronald Temple.

First, he will have to reverse the trend of replacing full-time faculty with part-time faculty. More than half the classes now taught at the City Colleges are taught by underpaid part-timers with no time for advising students or for performing the countless but vitally important non-teaching responsibilities of faculty.

Second, he will have to reverse the erosion of faculty governance in the colleges and ensure that faculty are allowed to exercise their time-honored responsibilities for hiring new faculty, for peer review and for curriculum and program development. Under Gidwitz and Temple, too many new full-time faculty were hired, not by objective criteria but by cronyism and the subjective preferences of administrators. Likewise, new courses and programs were approved, not by faculty review but by administration bowing to community and political pressures.

Chancellor Watson is fond of sports metaphors. He would do well to note that ballgames are won by the players, not by the front office. Standards will be raised at the City Colleges only if he, his staff and the board recognize the value of an intellectually distinguished and well-trained faculty and its expertise in deciding matters of academic policy.

**Lee Haupt**

President  
Daley College Faculty Council

# Wright College Faculty Council 20713

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May 8, 1998

President Raymond LeFevour  
Wright College  
4300 N. Narragansett  
Chicago, IL. 60634

Dear President LeFevour:

For the last several meetings, Faculty Council discussions have focused on the topic of our College's future. Since we recognize you as the foremost advocate of Wright who joins us in working for Wright's future, we wanted to share some of the content of our discussions and our concerns and to thank you for your recent decision to hire ten new faculty.

The most immediate problem that we perceive is the looming loss of significant numbers of senior faculty and the extremely small number of younger and middle generation faculty to carry on the work of the college. We are sure that you have made the calculations and grasp the magnitude of the problem. While you have been pivotal in rebuilding the Biology and Math departments, and some progress is notable in Physical Science, major departments such as English, Social Science, Humanities, Foreign Language, Art, Music, Physical Education and Business have been, or are about to be, decimated.

As suggested, this loss, which would be significant under any circumstances, occurs when there has been little or no hiring of new faculty in the threatened departments for close to twenty years. This has deprived departments of renewal, the invigoration that comes from faculty fresh from university, the ability to socialize new faculty into the culture of Wright, and the continuity necessary to transfer responsibilities intergenerationally. While many faculty have come to Wright by transfer and have contributed significantly, they have often themselves been senior faculty, a few of middle generation, and none that could be called new or young.

In our view the impact of these circumstances threatens nothing less than an institutional crisis. Without new hires of full time faculty, the class offerings will have to be reduced or covered by part-time faculty. If we were to address this problem by reducing our offerings, we would be limiting our students' opportunities, imperiling our higher level courses, and making ourselves less competitive with four-year institutions with whom we are already in stiff competition.


If we respond to this situation as we have, with the continued hiring of adjunct faculty, we create other problems which are no less threatening to the college. You, as much as anyone at Wright, recognize that part-time faculty create quality and commitment problems that require greater supervision and attentive mentoring. This supervision and mentoring is carried out by the senior faculty or department chairs, many of whom are the very people who will be gone. Moreover, part-time faculty cannot be expected to assume the additional activities necessary to the life of the college. Part-time faculty, because of their limited commitment and modest compensation, generally have reduced interest in the important projects initiated under your administration. Programs such as critical thinking, writing across the curriculum, assessment, competency testing as well as development of new programs to meet a changing market, depend on full-time career employees devoted to the welfare of the students and the college. Finally, students at community colleges are often much in need of faculty mentoring and the continuity that comes with a full-time staff whom they may call upon over the years of their stay at the college. Part-time faculty cannot perform this function adequately.


Adding to the severity of the problem is the fact that were we to hire significant new faculty tomorrow, it would still be three years before the merits of these newcomers could be verified and tenure offered. With the significantly more time consuming process by which tenure is offered, the question arises as to who would conduct and supervise this induction as many senior, expert teachers and chairs will be gone.

Finally, the year 2000 is the year that Wright is once again up for NCA accreditation, and it is also the year that the greatest impact of the retirements will be felt. Many of the people we relied on in 1990 are already gone, and many more will leave as the accreditation approaches. Without these knowledgeable participants, the burden on our already overworked administrators will be intolerable and could detract from our presentation. We cannot allow this to happen, and we hope you will continue to use your creativity, management skills and good office to address this crisis.

For years you have flattered us with the observation that the faculty is the college. We have appreciated your recognition of our role in making Wright College what it is and what it must remain. Our concerns are in no small part due to the strong feeling we have for Wright and the alarm with which we anticipate this crisis. We thank you for your leadership in addressing this crisis and we offer our help in any way possible.

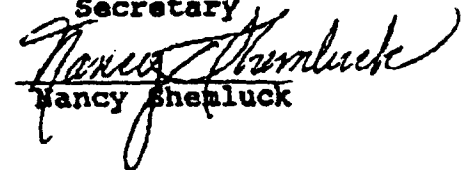
  
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