

FCCCC President's Address  
CCC Board of Trustee's Meeting  
Thursday, May 2, 2012

Chairman Wolf, Chancellor Hyman, members of the board, officers of the district, faculty, staff, and all others present, good morning.

Before I begin my brief report, I want to express, on behalf of District Faculty Council and all City College faculty, a heartfelt thank you to Professor Polly Hoover from Wright College for her service as FC4 President this past academic year. She has served City College faculty well and has done so with eloquence and keen insight. Fortunately for City College faculty---and myself, as newly elected FC4 President---Professor Hoover has agreed to serve as FC4 Vice President. All of the City Colleges--faculty, staff, administration, and students--will benefit from her continued service, and I hope to serve at the high standard she has set. So big thanks Polly for your past--and future--contributions to the City Colleges of Chicago.

Before making a few general comments, I want to speak to the current status of the FC4 transition.

- 1) I have been contacted by the Reinvention Team and will be meeting with the task force members next week for a briefing.
- 2) The FC4 Executive Council will be meeting in a few weeks to set out its agenda for the coming academic year. Moreover, the Executive Council has agreed--in principle--to produce a State of Faculty Report, which would give formal voice to faculty concerns and recommendations. Upon completion, the report will be presented to the Board of Trustees, the Chancellor, the Office of Academic Affairs, and the college presidents. While we still have to decide on length, publication frequency, and structure, I can say the report will be formal in tone and presented in the spirit of good will and shared governance.
- 3) I will be very available this summer in my role as FC4 President. I have accepted the Reinvention Team's invitation to provide input and support through the summer when needed, and I want to thank the team for this kind invite. I will also be available to meet with the Office of Academic Affairs if needed, and I will give board reports throughout the summer. I am, however, sneaking away for a little trip to England with my husband, but given today's global hyper-connectedness, I don't think I'll have too

much trouble staying in touch if needed. So despite my trip, it's fair to say, "I shall be holding office hours this summer."

When any one person finds him or herself assuming a new leadership position, no matter how small or grand, I have to believe that person stops to reflect, even for a brief moment, on the journey that has led them to that singular point in time.

I know I have this past week.

When I recall my journey, it always begins in the same place: the year is 1996, and I'm sitting in Armando Mata's office when he was, at that time, Director of Lakeview Learning Center, which as many of you know is an Adult Education satellite of Truman College. Also in the office is Anne Darnton, who was, at that time, Assistant Director of Lakeview Learning Center. And when I recall this scene, Armando is always asking me the same question: "Do you teach inductively or deductively?"

To which I reply, "Well, Mr. Mata, I'd have to say a little bit of both."

And so began, after that interview, a six year stretch of teaching which was sheer delight. I have such fond memories of the teaching and the students, and my colleagues at Lakeview Learning Center--all under the great leadership of Armando and Anne!

From there I met Dr. Michael Schoop, then Dean of Instruction at Truman College, and Elena Mulcahy, an administrator, and Helen Valdez, Math professor extraordinaire. Through this meeting, I agreed to be the English Adjunct instructor for the first Transitional Bilingual Learning Community at Truman College. This too was another fantastic teaching experience, and I was a proud member of that team for about two plus years.

And finally in 2003, Dr. Phoebe Helms, then President of Truman College, offered me a tenure-track appointment in the Communications Dept teaching composition and literature. I happily accepted the position, and I say without a doubt I love my job.

This is--in part--the journey from whence I come to this very moment in time.

For the last 14 years, my view of education has been through the eyes of the instructor, at ground level, where the work of education directly touches and empowers the mind and spirit of college students, and I am unabashedly fixed in this position. Yet, I know well my work--and the work of my fellow CCC faculty is influenced by the political,

social, and economic context of neighborhood, city, state, and country. I don't think it would surprise anyone here if I say the current political and economic climate is quite different than that of 1996. Certainly, much has changed--and many of the changes are quite worrisome.

But despite the worry, FC4 stands ready and with optimism in its advocacy role. I say to everyone here--and most especially to our student trustee, Zakeia S. Hampton

- when FC4 advocates for shared governance, local control, academic freedom, and new academic initiatives

- and when FC4 and CCC faculty participate in committee work either through Reinvention or traditional stewardship committees at the local colleges

- and when CCC faculty serve on committees associated with professional organizations related to their disciplines

- when CCC faculty attend and present at conferences

- when CCC faculty attend meetings after meetings

- when CCC faculty stay up late grading papers and preparing course materials

- when CCC faculty see students in office hours

we do all of this, Zakeia, to ensure that you and your fellow classmates have an enriched academic experience and in a learning environment that allows all CCC students to realize the educational goals they have set for themselves.

Thank You!

Respectfully submitted,  
Christine Aguila  
FC4 President