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FCCCC President's Address
CCC Board of Trustee's Meeting
Thursday, October 3, 2019

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COMMUNITY COLLEGE DISTRICT NO. 508
OCTOBER 3, 2019**

Good afternoon Chairman Massey, Chancellor Salgado, Members of the Board, Officers of the District, faculty, staff and all others present.

Today is almost the end of the sixth week of the regular fall semester at CCC, meaning that we will be past midterm when we meet again. This is a reminder to all of us that time goes on, and we need to keep up with the new challenges we face everyday: budgetary proposals and costs of living in Chicago continue to increase, while funding allocations for public education remain either steady or decrease at all levels. I do not believe that we can live in the past, and our current and future students cannot continue to pay the consequences of former bad administrations. It is time to find other forms of revenue that allow us to serve our students appropriately.

Last week, I had the pleasure of attending a short meeting with Chairman Massey, where I was able to provide him with my most honest feedback in reference to our current needs at the individual colleges, per his request. It was a very open conversation that showed his interest in learning about our work at CCC Faculty Council firsthand. I am glad to announce that Chairman Massey will be our guest at the last Executive Faculty Council meeting this fall, which will take place on December 4th at Malcolm X College. This might be the first time a CCC Board of Trustees Chairperson shows interest in attending a CCC Faculty Council meeting. We do appreciate the openness that allows this to happen, and look forward to his participation in an effort to create our own climate of fairness, mutual trust, and inclusion.

On September 13th, CCC Faculty Council officers met again with Chancellor Salgado and Provost Potter to gather information about the enrollment status at each college, and the current CCC debt status. Enrollment declined but the student delinquency rate declined as well, which could result in better retention levels. However, we continue to find major challenges between the District Office initiatives and the implementation of those initiatives at our seven colleges, which affect our students' retention in the long run. A good example of a current disconnect is the lack of integration between the Business Office and Financial Aid systems. As a result, students keep receiving contradicting information when they request to set up a Payment Plan while waiting for Financial Aid to be awarded.

In addition, students have to navigate third parties not connected to CCC personnel: Pro-Verify used now by students to upload documentation when applying for Financial Aid, and NellNet to arrange their Payment Plans. I witnessed student confusion and frustration when, this September, I accompanied one of my current students who was trying to finish a financial aid process she started in July. My student was allocated financial aid for the spring semester because things were submitted "late" for this semester, and she was not able to stop the payment plan because the Business Office at our colleges have no power to do so. Neither students nor CCC staff seem to be happy with the systems and problems generated using them, and everyone seems confused about these third party processes. I would like to bring special attention to cases like my student's because, in times of budgetary constraints, we need to be sure our third party contractors are worth the investment and that they fulfill the expectations we had when we hired them.

At the CCC Faculty Council report to the Board, I asked, "How can we do better?" I can continue to serve as a positive leader for the CCC community, but all sides need to work together. CCC

Faculty Council is still awaiting the approval of the Cook County Jail teaching proposal submitted over a year ago. We understand that similar programs are already in place at DePaul and Northwestern Universities, and new ones are starting to be created at other colleges and universities across the nation. While new educational programs at CCC are stonewalled, we are nonetheless expected to accept the increased intrusions of mid-level administrators who question whether we fulfill our duties; or who misinterpret body movements in college video cameras to cook up disciplinary actions; or who eliminate expenditures by cutting student services and academic programs. We have to focus on recognizing good work that is done at any level, starting from our non-invisible janitors, our much-needed clerical staff, our adult educators, our student services support staff and professional, our adjunct and full-time faculty, and the administrators that know the importance of a positive and encouraging job environment.

There is no time to waste when there is so much to be done to save the status of public education from legislators who promote national equity without considering the funds needed to meet these goals. In an effort to work together, our CCC English discipline faculty would like for me to deliver today to the Board a letter they produced in response to the Development Education Operational Plan initiative drafted by Provost Potter. I am respectfully endorsing this letter and would like to have it attached to this report for public records. It is time to work together to recover the importance and respect our jobs deserve. *Divide and conquer has proven to be a terrible strategy with devastating consequences across the nation and the world we live in nowadays.*

This concludes my report. Thank you very much for your time today.

Respectfully submitted,

Dr. Adriana Tápanes-Inojosa, on behalf of the Faculty Council of the City Colleges of Chicago

Friday, September 27, 2019

Dear Chancellor Salgado, Provost Potter, Presidents, and Vice-Presidents of City Colleges of Chicago:

In response to Chancellor Salgado's announcement of CCC's intention to undertake a leadership role in the improvement of Development Education, we would like to thank you for your good faith efforts in that regard. It is rewarding to note that the Chancellor sees Developmental Education as central to the success of CCC students, and members of the English discipline are in complete agreement that improvement will maximize student outcomes.

As the Chancellor highlighted, research supports the importance of completing key gateway courses in the first year of college; we recognize the important role we play in that initiative. As is evidenced by the work English faculty has done over the past five years, we share the Chancellor's commitment to continuous improvement and welcome an opportunity to help shape those results. In fact, English instructors at CCC have already succeeded in initiatives to streamline Developmental Education through the compression and elimination of exit points, while increasing success and retention rates. We have done so through more accurate placement and by meeting students where they are. Some of these initiatives include:

- Aligning our course sequences and objectives across the district
- Developing a human-read placement tool that aligns with our curriculum
- Creating two new developmental English courses (Foundational Studies in Literacy [FSL] and Aligned Reading and Composition [ARC]), as well as coordinated work on a district-wide and consistent co-requisite course (English 97)
- Compressing three levels of developmental coursework for students needing the most remediation into a two level sequence
- Integrating continuous quality improvement and professional development (that includes organized cohorts of coordinators and instructors, both full- and part-time), while maintaining educational rigor

It is noteworthy that members of the English discipline across seven independently accredited colleges meet regularly to discuss how to advance our shared commitment to the success of students and the continuous improvement of our programs. However, we also recognize that our success is dependent upon the efforts of a wide variety of personnel and initiatives. It is also apparent that our programs are new and some initiatives have not yet been fully implemented. To that point, our continued success depends on fulfillment of several promises made by the Provost at various faculty meetings, including the English discipline meeting on Friday, January 25, 2019. Therefore, before we undertake new initiatives, we as subject-matter experts recommend the following:

- Fulfillment of the promise to hire more full-time English faculty
- Provision of fully-funded support services, such as writing centers, reading clinicians and tutors at every college

- Access to a properly functioning brick and mortar bookstore to expedite student access to course materials
- Consistent and easily-accessible computers at all colleges, including laptops and tablet carts, not just labs
- Continued support and funding for discipline-specific professional development for adjunct faculty
- ESL support for students and ESL PD for faculty
- Dedicated Developmental Education researcher with faculty access to data
- A commitment to reading and writing support across the curriculum- we cannot do this work alone

We welcome the suggestion of forming a college-wide Developmental Education committee. In reference to the operational plan we've been provided, we respectfully request that Faculty Councils at each college in collaboration with their discipline chairs be tasked to select faculty participants without administrative veto. While we welcome new voices to the table, we must insist that those who teach Developmental Education classes, and are therefore most familiar with the needs of developmental students and the programs designed to serve their needs, be included in any discussion of improvement.

We are very excited about this opportunity to better support our open-enrollment mission and to better meet the needs of our diverse student body. Our united goal is student success and we are proud to engage in that work.

Sincerely,

The English discipline
(with all 7 colleges in attendance)
Meeting at MXC on 9/27/19